DOCUMENT RESUME

ED 083 684 EA 005 521

AUTHOR Bieber, Fred, Comp.; Peterson, Raymond E., Comp.
TITLE The Identification and Development of Administrative Competencies. Proceedings of a Seminar. (Tempe, Arizona, January 16-18, 1973.)
INSTITUTION Arizona State Univ., Tempe. Coll. of Education.
PUB DATE Jan 73
NOTE 171p.; A related document is EA 005 564; 73 Administrative Competencies Seminar, Proceedings, January 16, 17, 18, 1973, Tempe, Arizona

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS *Administrative Personnel; *Administrator Education; Administrator Evaluation; *Administrator Responsibility; Administrator Role; Higher Education; Leadership Styles; Management; Performance Criteria; Public School Systems; Skill Analysis; Standards
IDENTIFIERS *Competency

ABSTRACT

The primary purpose of the seminar was to identify those competencies that now, and in the forseeable future, must be acquired and utilized by educational administrators to facilitate attainment of higher levels of institutional effectiveness in meeting the demands of society and the educational needs of people. The seminar was intended as a prelude to realistic modification of preservice and inservice preparation programs for school administrators. Among its immediate objectives was the aim to establish a psychologically and sociologically sound foundation for the definition of administrator competencies and for a process whereby individuals can assess the extent and quality of their own competencies. It attempted to establish a training process for the acquistion of those competencies based on the identification of diverse and innovative learning experiences, and to develop plans for participatory inservice programs, with a commitment to their implementation. (Mimeographed pages may reproduce poorly.) (Author/WM)

ED 083684

"73 Administrative Competencies Seminar"

The Identification and Development of Administrative Competencies

January 16, 17, 18

PROCEEDINGS

MEMORIAL UNION BUILDING • ARIZONA STATE UNIVERSITY
Tempe, Arizona

EA 005 521
EA 005 521

Sponsored Jointly by

THE COLLEGE OF EDUCATION

Department of Educational Administration and Supervision

and The Bureau of Educational Research and Services

FILMED FROM BEST AVAILABLE COPY

ED 083684

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SEMINAR

IDENTIFICATION AND DEVELOPMENT OF ADMINISTRATIVE COMPETENCIES

PROCEEDINGS

THE COLLEGE OF EDUCATION

Department of Educational Administration and Supervision

and

The Bureau of Educational Research and Services

Harold E. Moore, Acting Chairman

Arizona State University

January 16, 17, 18, 1973

Compiled by

Fred Bieber, Graduate Assistant
Raymond E. Peterson, Graduate Assistant

TABLE OF CONTENTS

Section I - Introduction

1. Foreword - Dr. Harold E. Moore i

2. Acknowledgments - Dr. Harold B. Hunnicutt iiii

Section II - Keynote Addresses

1. Administrative Competencies and the Management Process - Dr. Mark Shedd 1

2. Some Psychological Aspects of the Administrative Responsibility - Dr. Edward Greenwood 22

3. Competency Based Educational Administration and Application to Related Fields - Dr. Thomas Brown and Dr. Lloyd McCleary 50

4. Citizen Expectation of Administrative Competencies Ms. Mildred Burns and Ms. Carolyn Warner 60

Section III - The Task of the Seminar

1. What are the Competencies Necessary for Successfully Achieving the Goals of Your Position - Dr. Merwin Deever 73

Section IV - Work Group Reports and Competencies Developed

1. Superintendents 77

   Chairperson - Dr. Ben Furlong
   Recorder - Mr. Steve Lynch

2. Personnel 83

   Chairperson - Dr. John Van Luven
   Recorder - Mr. James Rassi

3. Elementary Principals (1) 89

   Chairperson - Mr. Frank Hill
   Recorder - Mr. John Morgan

4. Elementary Principals (2) 93

Chairperson - Mr. Bill Anderson
Recorder - Mr. Bob Scott

5. Secondary Principals 96

Chairperson - Dr. Carolyn Scott
Recorder - Mr. Joel Scott

6. Supervisors 100

Chairperson - Ms. Theresa Howard
Recorder - Mr. Don Orvis

7. Research and Development 103

Chairperson - Dr. Ray Weinhold
Recorder - Mr. Miles Mackey

8. Higher Education 107

Chairperson - Mr. Norbert Bruemmer
Recorder - Mr. Don Udell

9. Boards of Education 110

Chairperson - Dr. Robert Ashe
Recorder - Mr. Ray Peterson

Section V - Summary of Seminar

Dr. Edward Greenwood 113

Section VI - Role of the University

1. The Challenge of the Competency Approach to the College - Dr. Del Weber 117

2. The Task of Universities and Professional Groups in Achieving Administrative Competencies - Dr. Jack Culbertson 125

Section VII - Appendices

1. Brief Orientation to the Topic for Registrants 140

2. Roster of Participants 146

3. Program 150

INTRODUCTION

FOREWORD

To Seminar Participants:

Within this volume are the PROCEEDINGS of the '73 Administrative Competencies Seminar held at Arizona State University, January 16, 17, and 18, 1973.

These proceedings have been greatly delayed in reaching you because of the illness of the University staff member who had the responsibility for developing the PROCEEDINGS. We are very sorry that there has been this delay but it was unavoidable.

The primary purpose the of the Seminar was to identify those competencies that now and in the foreseeable future must be acquired and utilized by educational administrators in order to facilitate attainment of higher levels of institutional effectiveness in meeting the demands of society and the educational needs of its people. The Seminar was intended as a prelude to realistic modification of pre-service and in-service preparation programs for school administrators.

The immediate objectives of the Seminar were to:

- establish a psychological and sociological sound foundation for the identification and definition of competencies required for the effective practice of educational administration
- establish a process whereby students, trainees, and professional administrators can assess the extent and quality of their competencies
- establish a process for persons in training for future service as educational administrators which will provide opportunities to acquire those competencies

- identify and examine processes of diverse or innovative learning experiences aimed at assisting practicing educational administrators to acquire those competencies

- develop plans for participatory in-service programs, plus a committment to their implementation, in cooperation within University departments of educational administration.

The Seminar was structured with the view to supplying major assistance to the participants through the contributions of a number of major consultants, the participation of various types of administrators wherein they could consider the necessary competencies in their respective fields and an opportunity for planning on the part of the University and the several administrative groups for pre-service and in-service program modification.

Hopefully the Seminar was seen as a first step on the part of the several groups involved, that would lead to organized efforts during the subsequent years. The Department of Educational Administration and Supervision has already committed faculty time in the academic year 1973-74 to this end.

Many persons contributed to the success of the Seminar. The Dean of the College made funds available to the Department to provide the Consultants, a faculty Committee spent many hours in planning, as did an Advisory Committee representing numerous professional groups. The participants, of course, made the Seminar possible. The several Consultants were especially helpful and their papers contained herein are examples of the high caliber of their contributions. The names of those involved in the planning and the Consultants may be found in the Acknowledgements and the participants in the Appendix.

The Department of Educational Administration and Supervision is deeply appreciative of the opportunity to have made the Seminar possible and to all who participated in any fashion.

Sincerely,

Harold E. Moore

Harold E. Moore, Acting Chairman
Department of Educational
Administration and Supervision

ACKNOWLEDGMENTS--ADMINISTRATIVE SEMINAR
IDENTIFICATION AND DEVELOPMENT OF ADMINISTRATIVE COMPETENCIES

These proceedings are the culmination of a seminar for the identification and development of administrative competencies held at Arizona State University, January 16 through 18, 1973. The resource materials and the list of competencies identified by the various work groups grew out of the activities of many individuals. Gratitude is expressed to many, many persons who gave so willingly of their time and efforts prior to, during and following the seminar. However, for reasons of limited space, they are not mentioned by name.

The inspiration for the seminar came from Dr. Harold Moore, Acting Chairman of the Department of Educational Administration and Supervision. Both Dr. Moore and Dr. Delbert Weber, Dean of the College of Education offered great encouragement and support. Steven Lynch, Graduate Student, assisted Dr. Wochner, Co-chairman of the seminar in the compilation of the resource materials. We are indebted to the Department Planning Committee composed of Fred Bieber, Minard Stout, Raymond E. Wochner, Howard J. Demeke, Thomas Mayhew and John E. Walker who gave so willingly of their time during the planning stage.

Every member of the Department participated and played very active roles during the three days of activity. We are grateful for this team effort. The Advisory Committee of practitioners and laymen offered many helpful suggestions during the planning of the seminar: Oliver Bovee, Carolyn Warner, Scott Fry, Don Golden, James Talbott, Harold Henson, Theresa Howard, Michael McCormick, Mary Rill, Robert Frazier, John Waters, I. B. Watts, James Hartgraves, and Bruce McKellar.

We are also indebted for the fine cooperation of the Arizona School Administrators, Inc. and their Executive Secretary, Michael McCormick. The cooperation of the University of Arizona - Dr. Roy Blake, Associate Professor of Educational Administration, and of Northern Arizona University - Dr. David Wharton, Assistant Professor of Educational Administration, contributed much to the success of the seminar. We are also indebted to the many fine educational leaders who played the very vital role as chairman of the various work groups.

The success of the seminar is largely due to the outstanding work and quality of the participants and consultants. We are grateful to the many outstanding school educators from Arizona and to those from other states who participated.

One of the primary services for which we are most grateful is that contributed by the graduate students. Fred Bieber of the Department of Educational Administration and Barry Gray of the Bureau of Educational Research and Services, played outstanding roles.

Other graduate students acted as recorders for the various work groups and were very vital to the success of the seminar.

H. B. Hunnicutt
Co-Chairman

KEYNOTE ADDRESSES

ADMINISTRATIVE COMPETENCIES AND THE MANAGEMENT PROCESS

Remarks by

Mark R. Shedd
Visiting Professor of Education
Harvard Graduate School of Education

THE IDENTIFICATION AND DEVELOPMENT OF

ADMINISTRATIVE COMPETENCIES

College of Education
Arizona State University
Tempe, Arizona

January 16, 1973

An era of management for results is upon us. In 1973, schools and their leaders confront enormous challenges--only a few frightening statistics confirm the magnitude of the problem:

* In our great cities alone, test scores alone indicate that nearly 40% of students are functionally illiterate.

* In these same urban areas, absenteeism and dropout rates are rising out of control. One recent estimate placed the urban high school absentee rate at 25% of students absent from classrooms every day. Dropout statistics are even more alarming: In New York City alone, nearly 50% of entering 9th graders simply abandon the schools before graduation day.

* And not only are these youngsters turning off to the schools, but they are turning on to drugs of all kinds in the process. Recent surveys reveal these staggering statistics: some 12 to 15 percent (up to 2.7 million young people) are taking marijuana and other "soft" drugs on a regular basis, and from 2 to 3 percent of these young people (or nearly 500,000 students) are hooked hopelessly on hard drugs like heroin.

And statistics show also that plummeting test scores and rocketing absenteeism, dropout and drug abuse rates are not confined to blighted inner cities--suburban towns and rural counties also have their share.

But if the problems and challenges are monumental, the opportunities for resourceful, creative and effective leadership are equally great. For 1973 also brings to schools an unparalleled array of management skills and tools that can get the process of management for results underway--and get it underway now.

In the area of planning alone refined techniques of systems analysis, program and policy planning, modeling and simulation are others to command.

In research and evaluation, operations research, data gathering and analysis capabilities, and advances in norm and criterion, referenced testing instruments allow us to assess our accomplishments as never before in the long history of our schools.

But like the new tool in the hand of an untrained carpenter, the management process can be only as effective as the hands of those who guide it. And beginning the process will require intensive training and retraining of educational leaders--leaders who will be able to respond to the simple yet demanding definition of management for results: effectively employing available resources to achieve a carefully defined goal.

Where once the ages and epochs of education evolved and ripened through centuries or decades, the impatient technology of contemporary society has accelerated demands upon our profession at an astonishing rate. Like Turner's frontier, the dream of universal public education was advanced, nurtured and realized over a century. The Progressives, with John Dewey in the forefront, cultivated their tenets and infused a new humanism into our schools over three decades. Through the 1940's, as our nation's youth returned from World War II, and continuing through the 1950's, we turned our vision to higher education and built up an unprecedented network of colleges and universities.

The 1960's began with the halcyon days of education, but soon became a decade in which trends, cycles and eras began to contract, springing upon us even before we could read the cues that signalled their coming. The '60's dawned with an era of vision, growth and innovation.

A century of struggle for civil rights began to capture the heart and spirit of our nation. Impatient with the ponderings of their elders, the young manned lunch counters, busses and voter registration tables to drive the vision of equality into the citadels of racist oppression. Selma,

Montgomery and Birmingham flashed across headlines, searing their message upon the conscience of a people that had long promised its youth an end to racism and social divisiveness, but had yet to deliver on its promise. Just a decade ago, in what now seems almost an old and bygone day, 300,000 gathered in Washington to link arms and join in the driving dream of Martin Luther King. The mission was clear, the coalition was forming--heal our nation, it cried out to the schools, minister to the disadvantaged and the disenfranchised, give all our citizens a crack at the promise of America.

The calls for equal opportunity were trumpeted and answered with abundant monies and new programs. Added resources were fed into the schools--hundreds of thousands of new teachers and administrators and nearly $12 billion in additional expenditures during the decade. And with the "more" came the novel, the unique programs and approaches that would meld with increased resources to lead us along the path to the good and just society. Community action, community control, Head Start, and other early childhood strategies, compensatory education, and open classrooms and campuses were in the vanguard of a vast array of quickly conceived and at times poorly articulated programs that policy-makers invested in.

But as the decade ended, the return on these ample investments began to be questioned in earnest by students and policy-makers alike. Hard on the heels of the civil rights movement, student dissent and unrest spilled out of the schools, challenging the irrelevance and unresponsiveness that denied the young participation in the shaping of their lives. A horrible and senseless war dominated national priorities, and the societal trust that had held the dream of 1963 so dearly exploded as battles raged 6,000 miles away.

And as college students vented their horror and hostility on the Capitol lawns, high school students expressed their frustration by turning off to the schools in staggering numbers. In New York City more than 200,000 secondary school students--nearly 35% of total enrollment--are absent from school each day. That is an almost unimaginable 36 million student days lost in the secondary schools alone each year. And the loss in Philadelphia was equally crippling--some 30% of high school students absent daily, with 3.2 million student days down the drain.

Dropout rates are also skyrocketing. Just this year New York's Fleischman Commission reported that New York City's high school dropout rate is fast approaching an astonishing 50%--that is, nearly half of the more than 600,000 students enrolled, 300,000 young people, will eventually leave school without the credential that manpower experts tell us is the minimal requisite for successful job placement.

And the trend is by no means confined to crumbling inner-city ghettoes. Reports from suburban and rural areas confirm an alarming increase in absenteeism and dropout rates across the country.

And the policy makers have also stepped up their examination of the schools. Begun in 1966 by the Coleman survey, and continuing with experiments on the effects of early childhood intervention programs, and recent research in assessing the outcomes of schooling, the seventies have become an era of hard questioning and rigorous analysis of the efforts of educational practitioners. The focus of examination has turned to results, outcomes, the ultimate harvest of human potential that we reap from investment in our schools.

Thus in 1973 we stand at the threshold of yet another emerging era--an era of management for results. The missions, technologies, programs

and resources developed, refined and garnered during the '60's are at hand.

The researchers are already at work creating the tools that will better measure progress toward goals and objectives we establish for our schools. Certainly program development and research efforts must remain high priorities, and new ideas and new knowledge must consistently appear to challenge current practices and sharpen our vision of the future.

Unique and painstaking experiments like the Brookline Early Education Project, which will soon begin examining the development of children from the moment of birth, will assist us in rethinking the boundaries of time and age that presently constrain the educational process. Similarly, a far wider variety of measurement tools must be made available in the schools, tools that will enable us to assess and evaluate new goals and new outcomes and temper our reliance on constricting norm-referenced achievement tests.

But the real challenge that confronts us in the coming era, the rising demand from students, parents and policy-makers alike, is that our schools be made to work. The road to be traveled, toward this new excellence, the process that must begin, will find way stations of visionary planning and goal setting, hard-nosed program implementation, and meticulous assessment and evaluation. It will be no easy task, requiring of all of us the acquisition and marshalling of a broad range of competencies necessary to orchestrate the myriad human and material resources to achieve our goals.

Meeting the challenge will mean making schools work. And making schools work means <u>people setting goals</u>, <u>working like hell to achieve these goals</u>, <u>then asking ourselves honestly, "what have we accomplished?"</u> A simple definition of educational management, but one that places enormous demands upon the personal and professional competence of administrators.

While we all would welcome the prospect of limitless funding for education in the decade ahead, we must also look at hard reality. And the reality is that the abundant education dollars of the '60's are rapidly disappearing, hacked away by a national administration bent on retreat and retrenchment and by taxpayers weary of inflation and rocketing school costs.

If our commitment to equal opportunity as a nation has wavered, the attitude of the present administration has been nothing short of a disgrace. While countless billions poured forth to buy bombs, bullets and bloodshed in Southeast Asia, just this past spring for the third time, the President vetoed an omnibus education bill as inflationary, vowing not to spend the additional money if Congress went ahead and appropriated it.

If a few hundred million more for education is inflationary, someone ought to show the administration some figures recently compiled by the Brookings Institute. Those figures indicate that more than $82 billion went to fight the war in Vietnam over the past five years. And this was for the war alone. More than FOUR TIMES that amount--roughly $375 billion--went toward supporting the rest of the military establishment. By contrast, less than $25 billion found its way from Washington into our schools during this same period. I submit to you that our youngsters may not be the only ones who need some help with their arithmetic.

In our cities and towns as well, overburdened taxpayers are beginning to pull the public pursestring tight when the schools come asking for money. In 1969, for instance, American voters approved only 56.8% of public school bond issues, rejecting some $2.2 billion vitally necessary to pay increased educational costs and to build new schools. In 1960, the total rejected was but 20.4% of the nation's school bond issues, a rejection of

only $386 billion.

And what do these grim statistics mean to our schools and their leaders in the decade ahead? They mean people are demanding schools accomplish more with fewer dollars. They mean that top and middle-level managers must become more effective and creative in using available resources. And they mean that our school districts and training institutions must give administrators the management skills and savvy necessary to meet this challenge, for the fact is that anyone can outman a problem. There are more than a few examples of "pilot projects" and "demonstration schools" that have achieved remarkable success when flooded with additional teachers and sophisticated hardware.

But the challenge for managers during the coming period of "educational recession" will require achieving those results not with a "blank check", but with increasingly limited resources.

Effective and creative management demands that we first rethink and reorder our conception of leadership in education. The administrative role suggests a person who is not leading, but rather is following orders, responding to directives, keeping the wheels turning, minding the store. The management role, by contrast, implies a vibrant and dynamic figure, who is directing and meeting problems head-on, with an ear keenly tuned to reading, guiding and orchestrating the diverse parts of a complex organization.

Problem solving is the name of the new management game. And solving problems demands that the shopworn recipes and directives followed by administrators in the past give way to a reliance on up-to-date skills, competencies and resourcefulness.

And creatively attacking problems means team building. Increasingly

the educational manager must operate both as leader and member of a larger team effort. Statistics tell us that school systems are constantly growing in size, complexity, and sophistication--where thirty years ago there were 117,000 operating school districts across the country, today there are but 17,500. In the midst of these burgeoning organizations the manager must creatively and productively involve superiors, peers and subordinates in the process of setting and achieving goals, while keeping firmly in mind the need to maintain humanity and individuality throughout the system.

Such sensitivity, the ability to evoke powerful commitment and performance from other members of the management team, implies the development of a broad range of interpersonal skills. And the manager must respond not only to people within his own organization, but to the clients, groups and factions in the community he serves.

If he is to frame goals and set priorities for the organization, he must build the self-confidence, and above all, be able to deal with himself. He must have his own ideas, beliefs, and goals, firmly in his grasp. For when the buck is passed as far as it will go, and the tough decisions are at hand, the luxury of referencing the literature or consulting a psychiatrist will not be available. The hard decisions must be made then and there, resources must be committed, and a course that will affect the lives of members of the system and its clients must be charted.

And those hard decisions must be built on a foundation of knowledge and expertise. As a part of a team, the new manager must come to rely on the power of skill and competence, rather than on the power of rank authority. For the principal, this management style may mean depending on the experience and ability of the first grade teacher in shaping a program for six-year olds. For the superintendent, it may demand reliance on parents and neighborhood leaders in building bridges to the community.

Simply stated, the management process has three stages: determining needs and setting goals, defining objectives and designing strategies to achieve them; and assessing outcomes.

The total process, and each stage within it demands the acquisition of a particular set of skills and competencies.

Initially, needs must be determined and goals established. The administrator must be able to critically analyze the community, and identify its current problems. He must ask himself where are we now, what have we accomplished, what remains to be done?

Next, goals must be established, missions must be born, and the management team must choose among alternatives, set priorities, and decide on long-range objectives. Goalsetting demands that the manager have a firm grounding in the historical and cross-cultural developments of educational theory and practice. He must recognize that open education means far more than open corridors and movable walls. He must see in it the recycling of John Dewey's theories, the proud history of the British infant school movement, and the developmental theories of Piaget and Bruner. He must recognize its roots and antecedents, and thus see sharply that it is the culmination of a movement that has called on us to focus on the child as learner.

An understanding of theories of learning, teaching, and human development are also necessary. The manager must be aware of the developmental stages of childhood that Piaget and Erickson have so eloquently described. For setting goals implies both a historical background and a theoretical and conceptual framework upon which to judge the lessons of the past, read the emerging trends of the present, and construct a vision of the future.

Once goals and missions are chosen from among alternatives, the difficult stage of designing and implementing strategies for using resources

to achieve those goals begins. This stage requires expertise in a broad range of competencies, which I will attempt to enumerate, expanding on those I see as most crucial.

Firstly, a knowledge of the law and government politics is essential for defining statutory authority, understanding legislation, and recognizing potential points of political influence. As the linkage between courtroom and classroom intensifies, administrators must become competent consumers of court papers, briefs and opinions if they are to make intelligent decisions and take productive stands on issues like school finance. For it is a fact that Serrano has become synonymous with equalizing per pupil expenditures within a state. But it is also a fact, as a close reading of the Serrano opinion, or of a recent article in the Yale Law Journal reveals, that the vague standards set forth by the Court may further disadvantage the poor, depending on the way in which legislatures and school administrators implement the Serrano standard.

Studies in micro and macro economics, as well as in finance are essential in helping administrators to assemble and allocate resources. The manager must learn the ins and outs of both conventional line item and program budgeting systems. He must understand that budgets must not govern decisions, but must present facts and figures in a way that helps to frame alternatives. The administrator cannot be snowed by elaborate or glossy budget presentations, but must instead decide what is important to him and to his organization--and make budgetary decisions accordingly.

The budgetary trade-off process is a critical one, for it is here that scarce resources can be freed up to achieve desired goals and outcomes. It has been said that budgets grow by accretion, but are cut only with great pain and suffering. But if the trade-off process is not recognized as a real alternative for administrators, school systems and programs will

continue to wander as they have done in the past.

Skills and competencies in resource management and in communication and information systems go hand in hand in helping the administrator to monitor the progress of operational programs. For hard data and information about where money is going, what it is buying, and what results it is producing, is the lifeblood of future decisions. And establishing and maintaining this flow must be a clear priority for administrators and managers.

Over the next five years skills in labor management relations will become keys to successful management. Teachers' organizations have won wide-ranging agreements in recent years, often shackling administrators and the programs they manage. Just last summer, the New York State affiliates of NEA and UFT announced an agreement to merge. That merger has created a state-wide organization of nearly 200,000 teachers. And the union leaders assure us that this is only the beginning--that they foresee in the not-so-distant future a "single organization, capable of speaking for all of America's two and a half million teachers." Thus we face in the next five years, the real possibility of a national teachers organization demanding wage guidelines at the Federal level.

And what do all these events say to the administrator? They say loudly and clearly that he must acquire the skills to play at the education game under its new rules. He must know mediation, arbitration, and negotiation. And he must face this vastly strengthened force across the bargaining table from a position of consummate strength.

Collective bargaining in education has become a skilled craft, and the bargaining table is no longer a place for the uninformed layman. The negotiating process demands a fresh outlook on the relationship between administrators and teachers; it demands a clear conception of which items are

negotiable and which must remain administrative perogatives.

And it demands that administrators remain open to meeting and discussion with union leaders, but recognize that critical management rights cannot be bargained away through ignorance.

For the old order, the united profession is behind us. Administrators have been firmly thrust into the management role--and must come to realize the importance of collective bargaining in weighing resources allocated to salaries and working conditions against resources needed to fulfill the missions of the organization.

The manager must further recognize and deal with organized employees in education as a new and vigorous interest group lobbying in the state houses and in Washington. He must ask and demand answers to hard questions like: how will this force be used not only to improve working conditions of the employees it represents, but also to insure that their efforts produce outcomes and results in the schools? He must find ways of persuading union and association leaders to be aware of their increased responsibility--responsibility to balance their self-interest in salaries and working conditions with concern for school productivity; and responsibility as a powerful labor movement to continue to work for progressive priorities and legislation.

Organizational development is a unique and potentially powerful vehicle of school system renewal that merits attention in administrative training. Its approach is systematic and humanistic, aimed at unfreezing systems and freeing up their human capabilities. It deals with the tough issues of whether bureaucracy will impede or facilitate progress. And it squarely confronts the need to get people involved and turned on to an organization's mission.

Just this past year, an organizational development strategy began to

turn on the system in Louisville, Kentucky. After two years of planning, workshops and rap sessions, parents and students are speaking their minds. And administrators are listening and learning. Neighborhood school boards composed of teachers, parents, students and administrators have been established to share responsibility for running local schools. There is hope, and comittment, and the system is on the move again.

Developing planning capability on the management process involves three dimensions: policy, program and physical planning. Policy planning requires background in the history and development of social and political systems. Program planning demands familiarity with instructional objectives, techniques and materials, as well as with personnel deployment. And physical planning includes a working knowledge of building design and methods of conventional and modular scheduling.

The implementation stage of management is clearly the most arduous and demanding of the three stages. For it is at the implementation stage that most programs seem to fail, and it is here that the day to day slogging in the management trenches is most necessary to assure that objectives are achieved. Graham Allison has termed implementation "the missing link in conventional policy analysis". And it seems to be a missing link for educators as well, as missions and new programs in education seem to abound. But by the time the task of implementation is to be attacked, the missionaries and visionary planners are no longer on the scene, having moved on to new pursuits. We must build a process of systematic implementation, one that includes a system of rewards that encourages sticking to the task, seeing programs through and insuring that results are achieved.

The third stage of the management process is critical because it feeds back into goal-setting. Assessing outcomes requires broad

competencies in research and evaluation techniques. While the administrator need not have practical experience in techniques of survey research and program evaluation, he must at a minimum be able to read and understand the products of research and evaluation. The ability to assess results and outcomes demands at least a minimal statistical competence. The manager must understand the uses, and often, the misuses, of various statistical techniques. He must recognize that data can be either master or servant, depending on one's understanding and incisive questioning of evaluation results. If the manager is adequately filling his role as decision maker, research and evaluation data must be servants, feeding back into the goal setting process, and providing accurate feedback on the effectiveness of present programs.

An effort that we began in Philadelphia to improve district-wide reading will help to illustrate the project management approach in action. The project began to take shape in 1969, drawing its goal and mission both from the national commitment to a right to read and from the perception of the critical local need to get the children of Philadelphia reading, developing a basic skill that would have a payoff in later life.

The staff was charged to proceed in developing an approach to the solution of reading problems in Philadelphia. Through the early months of 1970, reading experts, planners and systems analysts labored at their drawing boards and finally produced a plan which was approved by the Superintendent and his cabinet in March, 1970.

The implementation strategy was characterized by 7 critical functions, touching all levels of the organization: (1) the establishment of system-wide reading goals; (2) the creation of an information base for system-wide planning; (3) the development of a management system to achieve

system-wide reading goals; (4) the building of an information base for planning in each district; (5) the writing of a plan in each district by district staff, and the preparation of district staff to manage each plan; (6) the negotiation of each district's plan and its objectives by the district superintendent and the superintendent of schools; and (7) the review and approval by the Board of Education of the eight district plans which would comprise the total reading plan of the district.

The key to the overall strategy was getting responsibility for planning and implementation out of the central office and into the district offices and school buildings. For the first time, each district and its superintendent had primary responsibility for the creation of a plan which would best meet the needs and aspirations of children and youth, parents and citizens, as well as professionals in local school communities. The systematic approach to the improvement of reading achievement in Philadelphia extended even further down to each school and to each classroom in the city. Each principal and each teacher was thus intimately involved, and felt a sense of mission and ownership in the program.

Support staff for the district planners was provided by a central management resource team (MRT) made up of individuals responsible for implementing each of the 7 steps in the organizational strategy. These 7 activity managers supported district planners by assembling background information and documents.

Resources also had to be freed up, and in a harsh budget year for Philadelphia, the trade-offs were not easy. But the tough decisions, painful as they were, were made and funds from the operating budget and from Federal programs were freed up. Five years was predicted as a necessary period of time in which to show meaningful progress.

District plans were worked at through the spring and summer of 1970, and by September the project was ready to roll. The project got underway in the wake of a crippling teachers' strike in the fall of 1970. But the commitment to the district school building and classroom reading plans took hold, and first year evaluation results demonstrated significant gains in the early grades.

But the most recent evaluation results, the results of testing just last June, show the project beginning to bear greater fruit. For the first time, significant gains were reported across the board--from grades 2 through 8. As you may be aware, I read those results not in district evaluation documents, but in the newspaper. And though those results were heartening and rewarding to me, let us not fail to give credit where credit is due.

For the fact is that communities, teachers, principals, and district superintendents, were responsible for developing the plans and implementing the strategies that made those results a reality. Achieving results like those we came up with in Philadelphia requires attention to the competencies required for managers as well as further development and refinement of the management process itself.

In addition to the pretraining of the new wave of educational managers, our training institutions must give new life to in-service programs serving those already in the field. At the forefront of this in-service effort must be the elimination of professional obsolescence.

A recent study conducted at the Center for the Advanced Study of Educational Administration at the University of Oregon, points to the need for declaring principal training a top priority in educational systems. The study reports that many principals maintain a closed minded atitude toward new ideas; it reports that many have had no refresher courses for more than 20 years; that many have little time to pick up a professional book or journal, or to be

released from their daily duties to attend an educational conference. The study goes on to report that vast numbers of building principals are moving rapidly toward on-the-job obsolescence.

I believe it would indeed be a gross injustice to place primary responsibility for these conditions on the shoulders of field administrators. Statistics tell us that financial and technical support for the training and re-training of administrators has been all but non-existent. Local districts, struggling to avoid split sessions, consider training a luxury; state departments of education, often understaffed themselves, provide only sporadic consultations for principals; universities, struggling to keep their own heads above the waters of bankruptcy, are often extremely limited in what they can offer.

And to top it all off, the federal government assures that professional obsolescence will become a reality, by earmarking only <u>one</u> of its dollars in <u>forty</u> for administrative training and development. If any business or industrial organization devoted this pauper's share to developing its leadership, it would rapidly be forced to close its doors. IBM, to mention only one, puts more than 6% of its operating budget into management training. Can leadership of the schools be expected to survive on a combined administrative and development budget of <u>less than 1/2 of 1 percent</u> at all levels?

The answer <u>must</u> be a resounding NO. And we must begin to marshal our resources to persuade local districts as well as universities that administrative development become a top priority.

Certainly this seminar, as well as the efforts of Dr. Moore and his department are significant steps in the right direction. But those of you already on the firing lines must continue collaboration with the universities to insure meaningful input from the field in designing programs and making

effective in-service training a reality.

Superintendents, principals, supervisors and school board members should be able to return often to the universities to update their skills. But the universities must view the linking of theory and practice as a marriage for mutual benefit. For just as important as the availablity of relevant training for administrators, is the infusion of superb field experience and practices back into the training institutions. University calendars too, must become flexible enough to accomodate the schedules of field administrators instead of the other way around.

Intensive leadership training institutes could be held during summers, and mini-skill development seminars during the vacation weeks. Universities could well become mobile, bringing their faculties into a school district or state department of education for a week or a month with managers and administrators, "where the action is". But these are merely one man's vision of what could be. It is up to each of you in the field to work with and define your needs to universities and training institutions. And it is up to you to seize the initiative in devising a creative and collaborative effort to thrust in-service training into the decade ahead.

Models of unique and inspired programs for the preparation and continuing education of administrators do exist, and one example is a program we ran in Philadelphia recently. We conceived of the institute for advanced administrative development as an effort to rapidly help middle management develop the expertise to deal effectively with parents, students, community and central office. We were able to scrounge a half million dollars--in foundation funds--to pay the bills. And then, on a rotating basis, we pulled a dozen principals--all volunteers--from each of eight districts off line for a full month of intensive training. Our philosophy was simple: principals need a full share in the planning process. So the training month also became a time for district superintendents and principals to cooperatively define goals and develop

plans to meet those goals.

The training focus was as real as we could make it. Each group went through team building sessions aimed at developing mutual trust and reliance on each other's skills. Then through simulations we brought the teams face to face for negotiating sessions with teacher union representatives. We brought in students, community people and spokesmen from minority groups for hard-nosed problem solving sessions. And we spent a week on technical skill-training, in PPBS, in systems analysis, in modern management tools. Some of the principals never spent a harder few weeks in their lives. But the payoffs came when they returned to the line and began to use these skills to get their schools moving again.

And we managed to turn the program into a double-gainer. Central office personnel tend to get stale so far distant from the front-line action--so we sent them out to take over for the principals in training. And when they returned, they brought a vivid, first-hand knowledge of the problems that principals face every day "out there". And, most important, they returned with a crystal-clear sense of the central office support needed to foster autonomy and encourage innovation and risk-taking in the schools.

In its second year, the institute addressed our most critical need--reading--bringing the principals' planning and technical skill to design of the district reading improvement project. Here again, the effect of the skill-building experiences on principals was its own reward. For once they had a meaningful share in setting priorities; they were able to effectively read the needs of their communities, and to plug those needs into the planning process. They were able to join in creating a sense of mission in Philadelphia's schools--and a vision of what could be in the future.

But even as we get at the task of building effective management training

and practice in our schools, we cannot abandon the broader mission which faces us in the decade ahead. We cannot allow the misdirected priorities of the present administration to sway our commitment to restore education as a priority matter of national interest. For good schools, those that have brought us so far that we now take for granted the presence of yet another team of astronauts on the surface of the moon, do not just happen. They are the products of an unwavering national commitment led by professionals and concerned citizens alike, organizing to turn the priorities of this nation around, and to turn them around now.

The public and political consensus so painstakingly built during the late 50's and early 60's brought pressure to bear at all levels to come up with dollars for education. This united effort has eroded, but the attitudes of the present administration and the prospects of a plateau in school enrollments cannot deter us from our effort to revive and rebuild the consensus.

No one is going to do this for us, and it won't be easy. The drive to restore the consensus, to restore the faith in the dream and promise of education in American will happen, but it will take a hell of an effort, and a lot of hard work. But as recent history demonstrates, the powerful coalitions of the past were not built in a day or even a year.

It took ten years during the late 40's and early 50's to build a commitment to increase resources for elementary and secondary education. It took ten years of struggle to get our leadership to recognize the plight of the poor and the disenfranchised, and to push the elementary and secondary act and poverty program through Congress. And it has taken nearly ten years, and the lives of countless American youth, to generate a commitment to get out of the war in Vietnam.

And it will take a concerted ten year campaign, led by you and me and

the profession, joined by concerned citizens, to turn our national leadership around--to turn it toward a new concern for all our young--and a new commitment to nurture and develop this vital resource which we can ill afford to leave untapped.

SOME PSYCHOLOGICAL ASPECTS OF THE ADMINISTRATORS RESPONSIBILITY

Edward D. Greenwood, M.D.
The Menninger Foundation
Topeka, Kansas

In searching for an appropriate definition of leadership on which to base this discussion, I found a variety of words and emphases. The Dictionary of Education[1] gave the following definition -- "Leadership (1) the ability and readiness to inspire, guide, direct or manage others; (2) the role of interpreter of the interests and objectives of a group, the group recognizing and accepting the interpreter as spokesman." This definition seemed too limited. I looked in the Psychiatric Dictionary[2] of Hinsie and Campbell and found there this definition couched in sociological terms--Leadership, "the relation between an individual and a group built around some common interest and behaving in a manner directed or determined by him." The definition was extended to include "the psychology of leadership" and implied "reciprocal relations of a superordination and subordination between the leader and the led."

Continuing my search, I found an article by James Lipham in the 63rd Yearbook of the National Society for the Study of Education[3] (1964) which provided me with a clearer focus for this presentation.

Presented to: Staff Personnel Conference and Seminar on Administrative Competencies, sponsored by The Department of Educational Administration and the Bureau of Educational Research and Services, Arizona State University, Tempe, Arizona, January 16-19, 1973.

I drew from him not so much a definition of leadership as a way of studying the phenomenon. He wrote, "The psychological approach to the study of leadership is based largely upon the common recognition that an individual's behavior is determined in part by his unique personality structure. That is, what a person 'is' may be fully as significant a behavioral determinant as what he 'is expected to do.'"

Emerging from each of these statements is the all important conclusion that the quality of group performance bears a direct relationship to the quality of leadership. Not exactly a new discovery is this, either to me, to the educational world, or to the business world. Critical appraisal of the total administrative personality has become considerably more than a philosophic exercise on all planes of social endeavor. To the owner of the supermarket chain it means more money in the till. To the political or union labor boss it means greater success and subsequent power after election. To a Board of Education it means a better functioning school system. Directing our attention to the last reason, since that is our area of primary concern, let's look at the school administrator from a psychological point of view.

My concern is not with that spectacular kind of charismatic leadership that bursts periodically on the international scene, burning brilliantly for a time and then finding its way into the pages of history. Such super leaders are often described as having "divinely instilled or at least extraordinary qualities." Others may rise to fame because they are fortunate in having a rare combination of exceptional leadership traits. They may be intellectually capable and academically

prepared for the special tasks that confront them. They may be more psychologically aware, emotionally stable, socially adaptable and perhaps spiritually guided. But the numbers of these perfect individuals are few. In reality, we know, regular administrative function is carried on by far less than super model persons.

Average, though he may be, the usual administrator is still a highly complex individual reacting to complex and rapidly changing situations. It matters little whether he belongs to the representative or symbolic class of leaders or to the dynamic or creative group. He is a unique composite of basic personality plus specialized training and experience. He brings to his job an individual concept of the role plus a variety of personal attitudes about himself and others. Specifically in the case of the school administrator, he functions in an educational atmosphere with pressures exerted both from within his work-a-day milieu and from the outside community. I will look at the way he performs first as a psychological reflection of his own personality and then as a reflection of certain external variables.

The performance of an administrator as a psychological reflection of his personality can be viewed from two levels: first, as a conscious expression of his wants and needs and second, as an expression of sub-conscious influences. On a wholly conscious level, the undertaking of a leadership role by an individual affords a fair opportunity for raising his personal socioeconomic status. From a crass point of view, there is more money in it. The boss gets more than those bossed by him. Secondly, as he moves up the scale, he generally can find greater ego

support in his position; and on good days, he may reap considerable gratification from being able to direct those lower in the hierarchy. And thirdly, he may really feel in good conscience that he can contribute more on the administrative level than in the teaching or other speciality areas. But for each of these gains there is a price exacted. The degree of responsibility increases with each step up the ladder. The potential hazard of alienation of co-workers increases. Often the price demanded is one of kow-towing to other authority figures higher up. The individual in his more or less self-determined course toward the desired leadership role must consciously weigh the cost against the gain.

On the unconscious level there are so many factors that influence personal growth and development that I could not possibly discuss them all, so I will choose only a few as examples. In general, the adult personality reflects its unresolved frustrations from experiences in growing up. Current problems tend to trigger residual, unresolved feelings of pain, anger, tension and hurt which, in turn, give rise to irrational behavior. Not recognizing the sub or preconscious origin of accompanying feelings, an administrator, as well as others, may be at a loss to explain aberrant reactions when they take place.

Perhaps a principal carries with him deep scars from such childhood or adolescent traumas as those suffered when he came to realize he was an unwanted child or when his parents were divorced or when he was unfavorably compared with a gifted sibling. Perhaps he knew the shame and frustration of living in poverty or of belonging to a despised

ethnic group. Years later in a position of authority, surrounded by panelled walls and plush carpeting, with secretaries and teachers hired to do his bidding, he may think he has risen far above his past until suddenly confronted by a problem involving people suffering as he once did. Composure and rational judgment are often momentarily lost in the flood of unwarranted emotion. The energy that might better have been used to cope with the present problem is siphoned off to quell the emotional uprising within himself. The quality of the administrator's performance at this time may reveal considerably more about himself than he would like others to know. Gregory Bateson states the same idea another way. "Around every cognitive message there is a wrapping of communication about the communicator."

Awareness of the developmental stages through which all individuals must pass from infancy to adulthood could open the way for considerable insight both into ourselves and others. We know fairly well the expected physical, intellectual and social progression of an individual, but sometimes we overlook the accompanying psychological and emotional development. [4]Erik Erikson's model of personality development defines at least eight major levels on the road to maturity. How well we function as adults is determined by how well we have been able to complete each stage. Many of us have uncut cords that constantly hamper our progress. There are countless hazards along the way, hazards that can ensnare administrators, assembly line workers, tightrope walkers alike. They have no respect for background or social status.

Using Erikson's[4] model or system of psychosexual development as a framework, I will review with you some of the possible hazards. For example, a personality may be "hung up" on the very first stage, even though the individual is 40 or 50 years old. At a time between birth and seven months when feelings of trust should have been developing, something happened. If the original experiences on this level had been more pleasurable, one might have moved on quite easily from mother's loving arms to the bigger, broader world. Many of us never make the transition, and we spend our lives with the feeling of being cheated or mistreated. Or in the extreme form, we are so narcissistically directed that we are unable to feel for others or to serve them in any way that won't lead to our own self-glorification.

Perhaps we are held back by some invisible band on the second level when the growing personality first sought a kind of autonomy for itself. Again something happened and we were left with an unexplained feeling of shame. Theoretically, a child of four will be ready to pass on to the next level. But what happens if a thread of his personality gets snagged? If he is belittled, punished or constantly dominated by some over-powering authority just when he is first attempting to assert himself as an individual, he may be pulled up short and progress stopped. He may revert to a more infantile level, perhaps using loss of sphincter control as a way of drawing attention to himself. At least then someone will respond to him, even if only in a negative way. And from such elemental expression he may then possibly progress to a general concern about bowel movement, constipation or diarrhea. Still later his

mode of expression may perform a complete about face through the mechanism of reaction formation, and he may develop a feeling of great disgust with feces and all dirt. Still later he may reveal his unresolved conflict through excessive prudishness, parsimony or petulance.

On another level the application of overly strict discipline at the time when initiative should be developing through reality testing, imagination, etc., can impose an abnormal sense of guilt that will serve as a millstone for the rest of an individual's life. Spontaneity and zest for living will be lost, and the individual will grind out the remaining years like a piece of machinery devoid of affective expression. It is a sad fact of life that just at the time when internal freedom is developing, more and more rules and prohibitions for free action are imposed. Entrance into the public school system usually occurs on this level, and you are aware of the number of curbs placed on childish behavior.

Many of us have fixations on the six to eleven-year-old stage of development that serve as permanent dampers on our development. Failures that lead to feelings of inferiority come about in many situations and for many reasons, such as too much competition or simply personal limitations. Without help or understanding we learn to agonize over our inferiority instead of being free to develop competence in other areas. We mask that inferiority with bravado or withdrawal, but the real or imagined cause remains untouched, all the while draining needed psychic energy away from more constructive endeavors.

The stage of adolescence, a time for establishing one's real identity and for moving away from total parental supervision, is at best a time of stress. At its worst, it is an emotional whirlpool from which the individual never escapes. However, a child who has experienced a comfortable and gratifying first six years of life suffers less during adolescence than one who has known nothing but frustration and deprivation. Given opportunity, the personality that has been unfolding, reshaping and solidifying itself makes one more great effort at reevaluation by comparing itself with the peer group, the self-image and the ideal. Ambivalence, rebellion and inconsistency mark the course. Physical changes underline and complicate the emotional and social changes. There is a need to belong, a need to give as well as receive, and a need to find a place with adequate status. With direction and help, the individual discovers who he really is and that he really does exist as a person.

Failure on the adolescent level finds the individual hopelessly adrift, the victim of role diffusion. He does not know where he belongs. He is uncertain about whether he wants to remain as the obedient and dependent child of his parents with behavior reminiscent of a more infantile stage or whether he feels he has sufficient ego strength to move out and away so that the larger community can contact him and he it. The decision is critical since what kind of an adult he becomes depends so much on how he faces the challenge on this highly impressionable stage.

Now since I have set myself the task of reviewing the psychological aspects of the administrative role, I will explore briefly some of the deeper dynamic elements which serve to make up the personality of the leader. According to the psychoanalytic view of personality, we all have three internal systems shaping our ability to function. These three systems are called the Id, the Ego and the Super Ego. The Id, which some choose to refer to as the "instinctual drives," constitutes the whole personality at birth and is primarily unconscious. It contains the qualities inherited from parents and is the primitive force which continues to impinge on the reality forces of life. One of the struggles we face in growing up is to keep this part of our personality from completely destroying us. It is not concerned with reality demands but wants only the immediate satisfaction of its desires. From it come all the emotions we experience.

The Ego is primarily the conscious part of the personality and is the one that is in touch with reality. It represents rationality and constantly tries to contain the instinctual demands made by the Id. It is the feeling, thinking and learning part of the person that begins to develop very early in life and continues as the individual matures. It becomes the liaison between the outside and the inner world of the individual. It attempts to mold the Id demands so that they become more acceptable to the external world of the individual. A normally functioning Ego controls the aggressive or self-destructive aspects of the Id and makes it possible for an individual to live more constructively within his social group.

At first we are exposed to values and ideas through our contacts and interaction with our parents and later through contacts with teachers and other adults. The individual automatically incorporates many of the values, attitudes and prejudices which his parents have. If the contacts are positive, there are adequate opportunities for identification and subsequent growth. In the beginning all controls on a child are exerted from the outside. He learns by trial and error as well as by direct education. Some behavior is allowed, some is not. The earlier he learns to internalize the required controls, to monitor his own behavior, the freer he is to function. He is no longer dependent upon the constant presence of some adult for direction or for choices. If he makes an unfortunate choice along the way, his own ego will react with guilt and remorse, and an attempt will be made to avoid repetition of the same behavior in the future.

The Super Ego or conscience plays a vital role in the lives of successful people. Success, in general, brings about more responsibilities. Successful individuals who have internalized the mechanisms for control are able to do independent work, can give and receive orders, and are able to reach stated objectives.

I recognize as I say this that the interaction of the three segments of personality sounds very simple. Actually it is far from that. Examples of greater or lesser imbalance are all around us. For example, at times we see individuals who are well aware of what is needed from them, but because of an highly restrictive, inflexible super ego, they have become overly inhibited and can not perform tasks at home, on

the job or in the broader community. Many of them can not express feelings of anger or frustration. Instead they hold them in and develop psychosomatic symptoms instead, or they become accident prone or show other neurotic patterns. Everything is done to protect themselves from potential failure, everything but the most direct adaptive behavior.

When the equilibrium between the three components of personality is disturbed, maladaptation occurs. The manifestation of such maladjustment is seen in the symptoms which are developed. The Ego, as mentioned before, which is constantly confronted with reality testing, tries to control the pressures and tensions placed upon it by Id and Super Ego. In so doing the Ego develops a variety of psychological devices to cope with demands. They are called mental mechanisms. Most of the mechanisms are used in both adequate and inadequate adjustment. Some, however, are more clearly identified with pathological behavior. Let's look at some of the mechanisms and examples of their use.

It must be remembered that, along with the infantile pull of the pleasure principle, the very basic emotional drives of love and hate are as powerful in adults as in children. The difference in response lies in the ability to accept the demands of reality. Psychological defense mechanisms serve the purpose of giving expression to Id or instinctual drives while still being controlled by the Ego. They are used by well-adjusted, by neurotic, and by psychotic individuals. Adopted as characteristic modes of expression at one stage of development or another, they are carried on into adulthood. Irrationally applied,

applied in excess, or one mechanism used to the exclusion of all the others, they become the pathological features of the neurotic or psychotic individual (e.g. the paranoid, the explosive, narcissistic or the infantile characters). Applied in moderation and with some degree of suitability, they become the means of describing the average personality and his behavior (e.g. uncreative, shy, hypochondriacal, aggressive, gloomy).

The number of these devices is large and includes the mechanisms of displacement, identification, sublimation, and reaction formation, amongst others. School administrators, like the rest of us, both in personal life and in carrying out our jobs, have a repertoire of these mental devices for coping with problems. The efficacy of one over another is learned by trial and error throughout the developmental years. As adults, we unconsciously select from our storehouse the one to be used at any given moment with little rational or conscious awareness of its appropriateness or its final effect. In retrospect, we may understand more clearly what we have done and perhaps alter our behavior in the future. But at the very moment of decision-making or of action, our behavior may be far from objective.

To clarify, let's take the mechanism of displacement. This is a device by which the emotional value attached to one person or idea is transferred to another person or idea. An individual expresses an emotional attitude toward an object which is either out of proportion or unrelated to it.

The operation of displacement can be seen perhaps in the way a principal angrily lashes out at a teacher for failure to report the

small injury suffered by a child in her room after he has had to admit to the child's "influential" father that he knew nothing about it. On another level, displacement could be used, at least symbolically, to relieve a sense of guilt, in ritualistic handwashing perhaps or in taking out one's own feelings of inadequacy on children or others lower on the power scale. Or the mechanism could be functioning perhaps when the residual emotional attitude toward one's own mother becomes the attitude addressed to all women.

A second mechanism is that of identification which implies the taking on of characteristics of another person or object that represents an ideal or model. Expression may go so far as to include adoption of dress, manner, and speech of the ideal. The principal, for example, may choose to assume the sweet, smiling, benevolent but all-powerful mien of an Archbishop Fulton J. Sheen if he admires him to the exclusion of other leaders. Or he may fancy himself the twin of the erudite and worldly Henry Kissinger whose envied intellectual powers are hidden in a very ordinary physique. The positive qualities of identification are self-evident. Carried to an extreme, the device can become a symptom of illness, a means of delusion and self-deception as expressed in Napoleonic or Jesus Christ syndromes. Or it can lead to great discomfort or over-reaction when one "over-identifies" for example, with the anguish of a child about to be held back in the fourth grade for a year or with a child refused entrance in a play group because his skin is a different color.

By means of compensation, still another of the mental mechanisms,

an individual may attempt to neutralize his feelings of insecurity. We all use this common device to cover up what we generally assay as our liabilities or deficiences, such as a small stature, crooked teeth, inability to speak with ease. By performing only at the 110% level, whether in talkativeness, in dilligence, honesty, liberalism or something else, we attempt to draw attention away from our disabilities. Within limits, it can be a valuable spur to action. Remember Milton, Byron, Samuel Johnson, Toulouse Lautrec. When carried to excess, however, we end up many times all the more insecure as the result of the very real dislike or hatred leveled at us by those we have trampled along the way.

A fourth device, that of reaction formation, carries compensatory behavior completely out of bounds into the pathological realm. By means of it, a person succeeds in saying or doing the precise opposite of his real unconscious wish. Ideas or desires which are thought objectionable are expressed through behavior or ideas that are not. For example, excessive, unresolved infantile excretory interests may emerge on the adult level as undue orderliness or hyper cleanliness. Don Juanism in the adult male may cover up a deep fear of sexual inadequacy. Excessive emphasis on morality may cloak, but very thinly, an unresolved, deep desire to perform in the lowest fashion.

I recall an experience I had a number of years ago. I was invited to speak at a meeting for high school students, their parents and school faculty. The topic of the conference was, "Pornography and the Law." In the registration area there were a number of book and photography displays.

One table in particular caught my eye because on it was displayed a collection of the most provocative, sexually stimulating books and photographs I had seen. They were available to students as well as adults. The man officiating at the table identified himself as a teacher and youth counselor. He hoped to innoculate students against reading the horrible stuff. In conversation with him about the display, I learned that he justified the collecting of the material because he wanted to demonstrate firsthand to students what kind of filth was available on the market. He himself appeared to be over-stimulated as he talked about his rationalization for showing the material. He used an educational motive for showing this highly sensuous material, while in reality, on the unconscious level, he was apparently satisfying his own personal need.

Now, by way of contrast, the mental mechanism of sublimation is perhaps the healthiest device put to use in our daily lives. By means of it, primitive sexual or aggressive desires are redirected into socially approved activities. Vocations as well as hobbies are chosen by each of us on the basis of these inner needs.

Take the superintendent of a school who has had a tough negotiation session with teachers on plans for the next year's salary changes. Or a bond issue he was anxious to see pass has been rejected. Or the school board has turned down a request for a new project. His level of frustration rises to new highs, and angry feelings are just below the explosion point. Yet he must try to function. He has a choice to make. Will he unleash his anger on everyone around? Will he

go out and have a drink or two? Will he start chain smoking or gorging himself with food if these are activities that bring him pleasure? Or does he have some other skills or pleasurable interests that open more acceptable ways of siphoning off some of the tension? Perhaps he can go out and bowl a few lines, hit a tennis ball, or jog a mile or punch a bag in the gym. If he is not one for physical activity, he may find relief in reading a good mystery, a detective story, or a romantic novel, or by listening to his favorite music. Time is needed to reestablish a balance between the Id, Ego and Super Ego. By opening the petcock through sublimated activity, the steam of tension can be released without doing harm. I do not mean to imply that we always engage in such pleasurable activities to reduce feelings of tension. Instead, I am saying that those activities that in the past proved satisfying and gratifying become valuable aids during times of stress, far more valuable than pills and potions of doubtful quality and effect.

Repression is an equally necessary and useful device by which painful or unpleasant impulses or ideas are ejected or excluded from consciousness because they do not meet with the Super Ego or censor requirements of the individual. However, if repression is only partially successful, anxiety or hostility may creep to the surface without the individual's being aware of the source. Repression as a defense mechanism becomes a problem when, by virtue of faulty learning or misinterpretations, ideas and behavior are held down when there is no rational need for them to be. How often one hears someone ask, "What's eating you"? The reply is usually, "I don't know. I just feel edgy today." If one were to

probe deeply, one might find the source in some idea or affect only partially pushed into the unconscious, the degree of repression being proportional to the severity of the conscience.

All of the foregoing mechanisms plus considerably more comprise the internal equipment that any administrator brings to his office with him when he accepts a leadership role in the school. He may never say to himself or anyone else, "I have the ego strength to do a good job" and "I feel gratified by my position in the school hierarchy." He simply digs in and proceeds to handle the problems that are brought before him, self-doubt and internal stress notwithstanding. Then, and probably only then, does he become aware of the increasing stress as a variety of external forces begin to impinge on him. These forces can not alter his underlying personality structure, but they do effect a change in his concept of and performance within the role, depending upon the areas of ego weakness and strength.

Every administrator and teacher has a double identity within the school system, that of being a parental surrogate on the one hand and a sibling on the other. From superintendent to kindergarten teacher the phenomenon is operable. Look at the superintendent first, if you will. In his position at the top, he differs from the rest of the administrators in his ability to select some members of his school family such as the director of elementary and secondary education, of curriculum, of personnel practices, of special education, of federal programs, of finance and budget. One might believe that surely he has almost complete autonomy; but it is not so since above him, acting as

a corporate father sits the Board of Education. He must reflect the opinions of those elected to the board and attempt to adapt his programs to financial boundaries and educational philosophy established by them. And it must be remembered when a new superintendent enters a school system he inherits a number of staff, including principals and teachers protected by the system of tenure.

The superintendent differs from the rest in that he operates as an only child, a child whose unique position is envied and sought after by many below. Seen as a powerful figure, he becomes the target of all those seeking favors and of those wanting specific changes. His isolated position and the scope of his job may tend to minimize his personal contact with the very ones he would seek to benefit, the students. Unless his communication lines have real two-way circuits and reliable well-informed operators, he soon loses his effectiveness at the top where the responsibility is the greatest.

The problem of communication poses a critical hurdle for an administrator in the school or elsewhere. In Men, Management and Mental Health[5], Dr. Harry Levinson and four other authors emphasize that "any supervisor-subordinate relationship requires particular kinds of interaction not controlled by the parties involved." There are restraints placed on the expression of feelings, for example. A subordinate must limit the expression of negative feelings when talking to a superior to a degree he would not ordinarily do with a co-worker. The superior likewise, tempers his expression of feelings to his subordinate. He can criticize or praise but must always be aware of the

possibility of uncontrolled spin-off of feelings to other subordinates. Accusations of favoritism for or of "picking on" certain people can polarize groups within an organization and make effective work doubly difficult. These hard-to-control interactions force the administrator to make a very difficult decision early in his job about the distance he will seek to maintain with his subordinates.

On a conscious level the administrator is accepted as one who has influence over those below him. He maintains a certain prescribed distance in order to avoid charges of favoritism or indifference. He decides how far he will allow himself to mix socially or whether he will meet subordinates on a first name basis, for example. These are reactions to the relatively rational aspects of the required interaction. But from a psychoanalytic point of view, the concern with distance has added subconscious, symbolic importance for the administrator. Subconsciously his authority makes him like a parent or other ruling figure with power to influence the lives of his subordinates. He, in turn, by identification or reaction formation, reflects the attitudes of his own father. The quality then of subsequent interaction in his job is determined as much by these residuals as by conscious efforts at problem solving.

The principal functioning as parental surrogate for his teachers reaps their love, hate, respect or rejection in a measure commensurate with the degree to which they identify with him as a parent. Unresolved attitudes are transferred to him and can be dealt with only when insight and understanding are used as allies. To protect himself,

the principal may attempt to institute a "clock-work orange" system wherein each individual is expected to function like a piece of unemotional machinery sans thought or feeling. However, this is a most unlikely procedure, especially in a school system. The principal must be involved in planning and decision-making, in developing and supporting morale, in guiding and counseling. The climate of his school is dependent upon him.

On another level, the principal joins a new family of siblings (principals on a similar professional level) and almost immediately becomes involved in another rivalrous situation. His new parental figure, the superintendent, stimulates a flood of responses that he could, in some cases, do without. The principal who was in conflict with his own father or brother may displace similar feelings on the superintendent, either rejecting him altogether, ridiculing his ideas, trying to show up his weaknesses or just criticizing his every act. One who has had a good relationship could talk freely with his superintendent, discussing and sharing ideas and experiences, listening and respecting the points of view expressed.

Principals, supervisors and teachers, viewed in the psychological sense as siblings often vacillate between cooperation and competition in order to gain acceptance and approval. Sibling rivalry finds expression in many ways. Let me select a few as examples. Suppose a principal were an only child. He might find it harder to compete with others and might think that special privileges from the superintendent were his due. Or he might limit his contacts with the

superintendent or others in the superintendent's office as much as possible, choosing to run his own show without any outside counsel or contradiction.

If he were the oldest in a family of siblings, he may be more aggressive, less fearful, more direct. Ordering and directing would be old habits, and he might strive to maintain the understanding that he is the head and will brook no insubordination from his teachers. If he were the youngest in a family, he may encourage others to treat him in a protective way, expecting if not demanding, a great deal of help. If, in fact, he is still chronologically, as well as emotionally, young, he may compound his administrative problems by reacting with hostility to teachers who are older than he or with fear to those who obviously have more experience in the school.

Classroom teachers under the supervision of a principal act out similar sibling roles. The teacher who has been in the system for a long time may feel that special consideration is owed her by other teachers and the principal. The new teacher, uncertain about her abilities, may seek support and direction, constantly expressing the hope that allowances will be made for her lack of experience. Still she may bristle if criticized or corrected by the "wrong one" in the school. Teaching at times is used by a frustrated, angry, disappointed teacher to act out unresolved personal problems. Unhappy events in the teacher's earlier life may have left feelings and emotions that are then displaced on children in the classroom.

Arriving at a balance between the constructive and destructive forces within each staff person is an ideal a principal or superintendent would like to reach. He can possibly come closer to that goal if he himself has achieved a healthy balance between his own love and hate feelings. Armed with greater inner strength, he can help others to work out the psychologically essential interdependence of a staff.

Conflict is a common process in any institution, company or school system. The type, degree and origin are as different as the people involved. But in general it can be traced back to the personality of the key figure who provides leadership and to his immediate predecessors. The current top administrator may not be totally at fault since he often inherits part of a staff whose members were at odds with each other under the old administration. On arrival then, the new leader has to identify as quickly as possible the champions of the previous unrest or depression. He must decipher the psychological and emotional reactions of these people and see if he can assist them in decreasing their conflict and hostility. Instead of allowing himself to be used as a new target for their anger and frustration, he must urge them toward a more positive activity to reach the objectives for which the school was organized.

It is not the purpose of this review of the psychological aspects of the administrative role to leave you depressed and feeling that there is no hope for success. I know that each paragraph seems to add one more burden for consideration by the already overworked administrator. Perhaps though some of you are able to sing out those happy Gilbert[6] and Sullivan words about already being the "very model of a modern

Major General" with "information vegetable, animal, and mineral" enough to cope with all the problems of leadership. But in this age of rapid social, political and moral change, the majority of administrators seem to be casting about for all the help they can get to upgrade their performance without suffering from stomach ulcers or dying from heart attacks brought on by carrying the whole load alone.

Assuming that we are not going to be able to change the entire framework for school administrators, let's summarize some constructive suggestions to help them shift their sights toward more positive accomplishment. I would place acquisition of knowledge and understanding at the head of the list. I do not mean specialized knowledge of educational content and method or knowledge of the world surrounding the school or knowledge of the tools and effects of leadership, although all of these are essential and important. Instead, I refer to the knowledge of self and one's co-workers. This is the sturdiest foundation on which to build administrative skills. There will always be specialists on whose talents an administrator can draw for solutions to well-defined problems in particular areas from curriculum to discipline, from busing to lunchroom procedure. Yes, he will have to direct and make final choices. But if he can objectively appraise in advance the personalities of those to help him as well as his reactions to them and then have faith in his selection, his own energy can be conserved for the ultimate decision making.

To temper what may seem to be the cold objectivity of this first suggestion, let me hasten to add that the administrator can help himself

immeasurably by working at the expansion of his capacity for empathy. Learning to recognize the feelings of others, the struggles, the uncertainties they are undergoing and acknowledging them without becoming overly involved emotionally can open the lines of communication more widely than any number of additional telephones or mimeographed letters. I do not endorse the employment of hypocritical over-solicitousness. Nor do I endorse hiding behind closed office doors and excusing oneself on the basis of too much paper work. Both extremes are dodges that subvert the effectiveness of one's labors. Somewhere in between lies that ideal, mature level of genuine "caring" about others. Consciously cultivated by those for whom it is an uncommon response, it can become more natural with practice. It serves both the doer and the receiver.

Heightened sensitivity to sights, sounds, and behavior can also be developed as a forceful ally for the administrator. Printed or spoken facts comprise only a small segment of any communication. The whole picture is an amalgamation of facts plus communications plus emotions plus reactions. Stopping short of positioning even one of the many fragments limits the reliability of the information and the subsequent decision or action.

The entire effort of a school system is directed toward one objective--change. From preschool to adult education the primary goal is one of helping an individual to change for the better by increasing his knowledge, his feelings about himself, and his relationship to others. Yet the institution itself tends to resist every effort made to change it. Methods and routines solidify as does the thinking of the people who

use them. Granted a routine response requires less mental energy and produces less tension, but it also becomes a steel trap for the unwary. The administrator must constantly monitor his own performance as well as shaking loose those for whom he is responsible. Flexibility that will permit new responses on different more appropriate levels must find its way into the thinking of a person who constantly deals with others.

There are numerous pitfalls for the unthinking or fearful decision-maker. He can become so accustomed to one-track thought that his decision can be anticipated long before he speaks. In an effort to protect his flanks at all times, he may find it necessary to place blame instead of attempting to arrive at a solution. He may make impetuous decisions because he cannot tolerate the normal anxiety that exists between the posing of a problem and the solving of it. He may attempt to retreat to his office to avoid personal confrontation, hoping perhaps that whatever problem there is will disappear if ignored. Or in an even more destructive way, the uneasy leader may seek to avoid risks by stifling all creativity within the ranks. He may refuse to invest himself emotionally in any program. By withdrawing in this way he destroys both his own effectiveness and that of his staff. Everyone loses.

In this age of rapid communication the margin of error permitted the administrative official is much slimmer than ever before. Televised newscasts and newspapers can quickly distort or magnify a temporary lack of judgment or minor crisis. Constant worry about one's public image

and the effect of a good or bad decision on one's staff or school system can reduce a strong leader to a frightened wreck. There is no escape from decision-making, so the best course is to make a fine art of it and then assume full responsibility for the outcome. Crises of course will arise that must be handled immediately, the chance for error increasing with the speed. But under more controlled circumstances the administrator should enlist every possible source of help to define the problem and then solve it. Trust and mutual respect for the judgment of others can ease the leadership burdens to a considerable extent.

In conclusion let me repeat what I stated in 1964 at a similar conference for school personnel administration.

> "Make use of all the available tools to insure a healthy environment within the school for teachers, children and allied workers alike. Our fund of knowledge about human behavior is increasing steadily as those involved in general and social psychiatry continue to chip away at the vast unexplored blocks of human experience. Research must and will continue in the hope that someday we will better understand how we actually function within our own framework. Until then, attend closely to the subtleties of human interaction. Listen for the smooth music of the well-tuned operation, but be ready to perceive, understand, and to proffer help at the appropriate time when the first grating sound of difficulty appears.

The effective administrator can thereby make his role the keystone in the entire school picture.[7]

REFERENCES

1. Good, Carter Victor, Ed.: Dictionary of Education, Second Edition, New York: McGraw Hill, 1959.

2. Hinsie and Campbell: Psychiatric Dictionary, Third Edition, New York: Oxford University Press, 1960.

3. Lipham, James M.: Leadership and Administration, Chapter VI, Behavior Science and Educational Administrators, National Society for the Study of Education, 1964.

4. Erikson, Erik; Childhood and Society, New York; W. W. Norton Co.

5. Levinson, Harry, Charlton Price, Kenneth Munde, Harold Mandl, Charles Solley: Men, Management and Mental Health, Washington, D. C.: Howard University Press, 1962.

6. Gilbert, W. S.: Plays and Poems of W. S. Gilbert, New York: Random House, 1932.

7. Greenwood, Edward D.: High Priority Areas in School Personnel Administration, Research and Science Bulletin, No. 19, 1965.

COMPETENCY BASED EDUCATIONAL ADMINISTRATION

AND APPLICATIONS TO RELATED FIELDS

Lloyd E. McCleary - Thomas C. Brown

In the development of the professions generally, including educational administration, competency has been a central consideration. The literature of medical, engineering, public, business, and educational administration records cycles of examination, debate, and reconceptualization of the meaning of competence for each field. No group can claim professional standing without explicit statements about what constitutes competence in that field and the means by which competence can be attained and assessed.

Background

The present movement to clarify the concept of competence is not limited to education and does not represent a drastic departure from past lines of developmental work--it has sound conceptual and experiential roots. Perhaps the most useful reference point is the Southern States Cooperative Program in Educational Administration[1] of the early 1950's and detailed by Graff and Street.[2] This effort resulted in the proposal of a three-dimensional, "competency pattern" model. The three dimensions are:

1. job analysis and identification of critical tasks,
2. categorization of tasks and identification of knowledge and skills to perform in each category of tasks, and
3. theory definition, to provide perspective and the "cognitive maps" needed to understand the tasks and select appropriate procedures and courses of action.

The SSCPEA "bench mark" is only illustrative of a productive period in the development of the field that now makes a significant, new departure possible. Some of the inventions and developments that have taken us beyond this earlier "competency pattern" model and force a reassessment and redefinition are:

1. A general system theory that permits more precision and possibly more rigor.
2. Formats that permit individualization and non-time-bound competency attainment.
3. Methodologies that provide alternative routes to competence.

---

[1] Southern States Cooperative Program in Educational Administration: Better Teaching in School Administration. Nashville, Tenn.: McGuiddy Printing Co., 1955.

[2] Orin B. Graff and Calvin Street, Improving Competence in Educational Administration. New York: Harper Bros., 1956.

4. Evaluation models with potential of measuring competence qualitatively rather than quantitatively.

5. Interdisciplinary cooperation--medical administration, management, public administration, etc.--that requires more specificity and clarity of training.

6. Improved linkages with the field a) makes possible need assessment, reality oriented experiences, validation of program components, etc., b) increases expectations for relevance, and c) increases recognition of legitimate means of continuing competency attainment on the job.

At this point in time, these six elements represent pressures for accommodation into a new conception of the meaning of professional development in educational administration. They have yet to be adequately brought together into a total design for pre-service training and for the established administrator so that each individual can determine what he needs to accomplish in order to be competent and how he can attain competencies he needs. Further, this needs to be brought about so that those who are in a position to judge administrative effectiveness can do so in as rational a manner as possible.

Definition of Competency

Before proceeding to an examination of competency based administration, it is appropriate to define the meaning of the term competence as it relates to job qualification. Competency is the presence of characteristics or the absence of disabilities which render a person fit, or qualified, to perform a specified task or to assume a defined role. To be competent is to possess sufficient knowledge and ability to meet specified requirements in the sense of being able, adequate, suitable, capable.

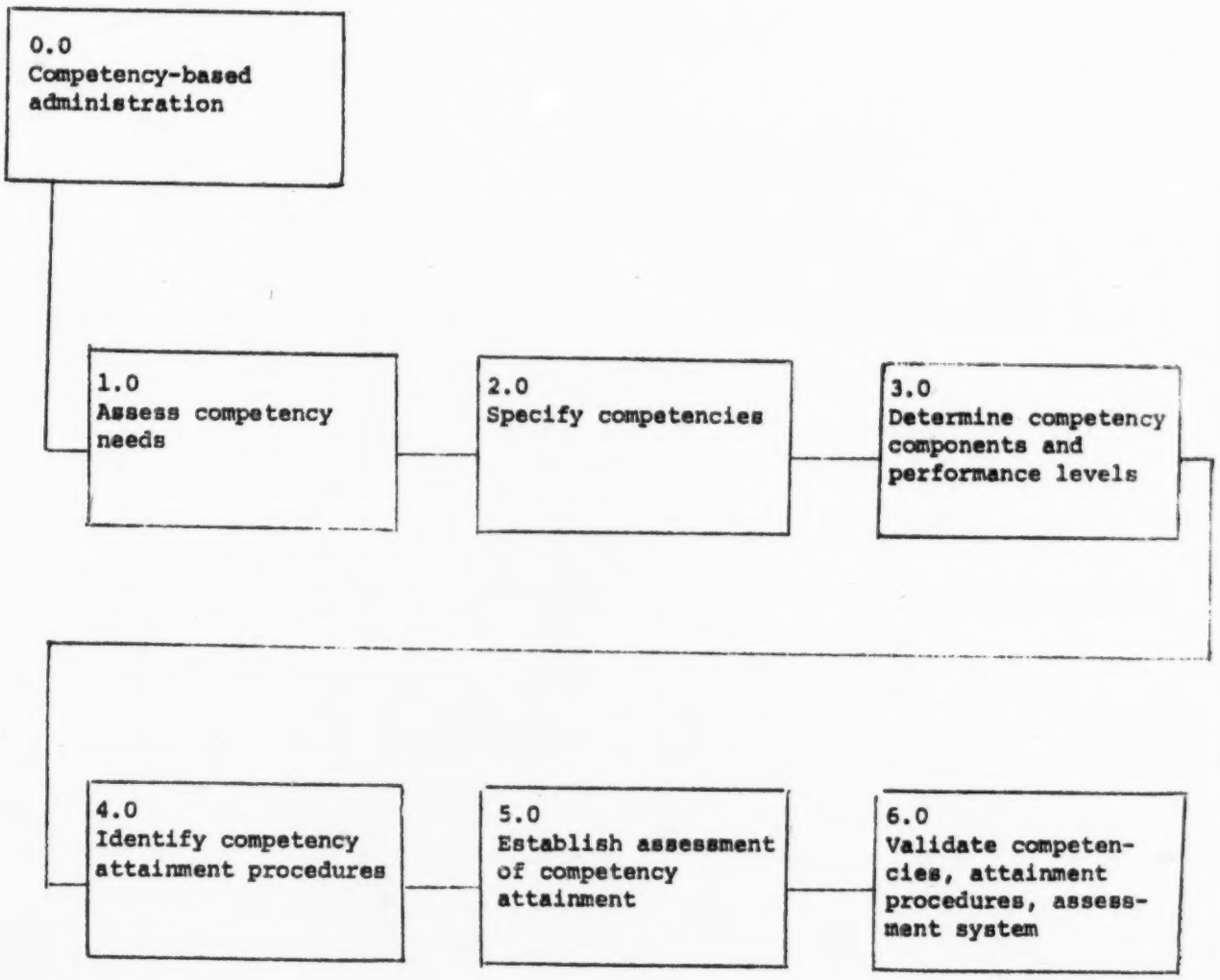
The general definition contains two elements: 1) the specification of the task or defined role and 2) indication of the knowledge, ability, or other identifiable characteristics needed to perform the task or role. Legal definitions distinguish between competency and credibility--a person can be legally competent but not give credible testimony. In a court the judge decides who is competent (qualified to give testimony; the jury decides whether the testimony is credible. In the professional fields both competence and credibility must be judged. In professional roles in which credibility is a major qualification it should be specified.

A Model for Competency Based Administrative Development

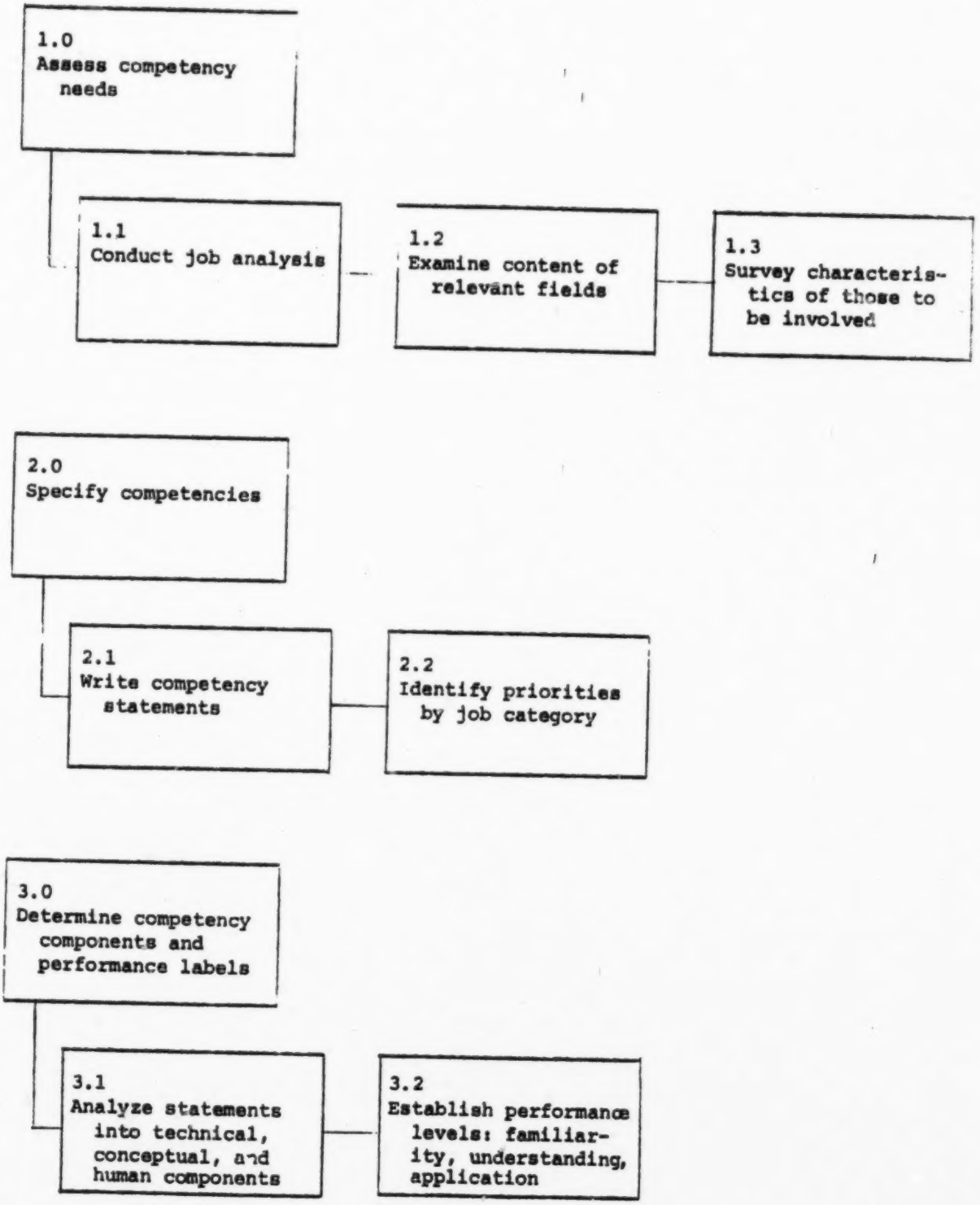
The new model for competency based administrative development is relatively clear--that is, there is reasonable agreement at the conceptual level about the components that are needed for an integrated, quality development program. There are differences of opinion about implementation within each component, and illustrations of these differences will be indicated. Most important, however, is the need to get a number of model

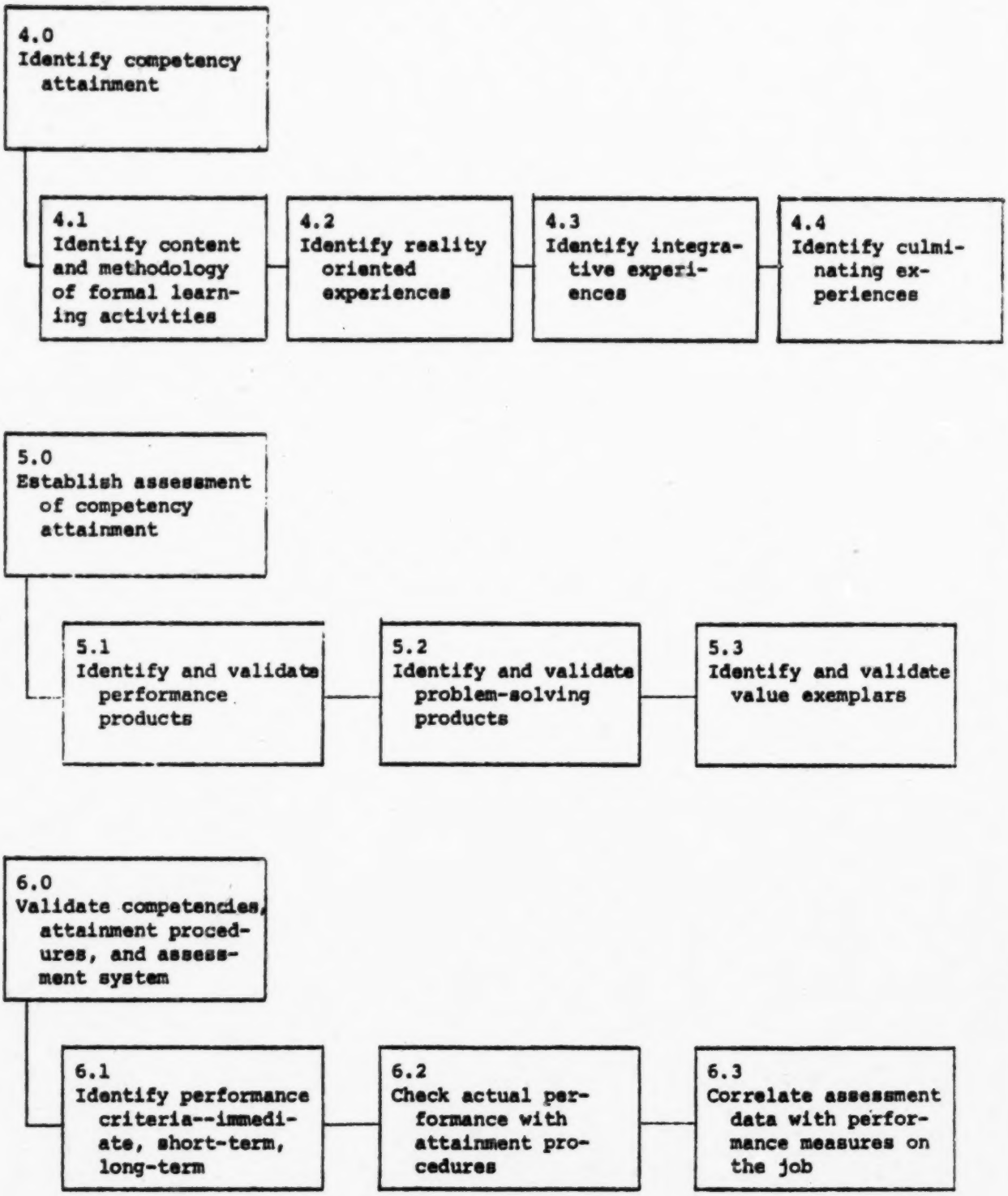
programs established so that evidence and experience can be obtained to clarify the model operationally.

The application of the general system model to the identification of competencies and design of programs is as follows:



Each component of the model is specified as follows:




4.0
Identify competency attainment
4.1
Identify content and methodology of formal learning activities
4.2
Identify reality oriented experiences
4.3
Identify integrative experiences
4.4
Identify culminating experiences
5.0
Establish assessment of competency attainment
5.1
Identify and validate performance products
5.2
Identify and validate problem-solving products
5.3
Identify and validate value exemplars
6.0
Validate competencies, attainment procedures, and assessment system
6.1
Identify performance criteria--immediate, short-term, long-term
6.2
Check actual performance with attainment procedures
6.3
Correlate assessment data with performance measures on the job

With the entire system displayed, some of the key elements can be discussed, some issues identified, and a practical approach to the task of the conference laid out.

Needs Assessment. The conduct of the needs assessment hinges upon two considerations: 1) the level of sophistication of analysis of each of the three elements, and 2) the weight of importance given to each in the identification of a given competency. In each case the art of practical intelligence seems to be the key to success--job analysis can become as detailed as "time and motion" studies, extensive survey and observation, or as simple as a few selected interviews. In the case of the examination of relevant content, it is obvious that any given competency can be supported by a pyramid of fundamental knowledge that has a base that is potentially infinite. We must rely on expert knowledge and good judgment. A relatively small group of experienced administrators can provide information about job demands that is sufficiently reliable and accurate to begin the process. Likewise, a reasonable collection of practioners and scholars should know the knowledge domains that require attention. A reasonable assumption is that a small-group attack upon needs assessment by job category can produce a tentative list of needs that will be valid for planning purposes. Later, more sophisticated studies can provide refinements.

Specification of Competencies. Perhaps the most difficult activity, but a very necessary one, is the actual writing of competency statements. The scope of the statement, its form, and the elements to be included all create "hang-ups." If possible, accept the idea that education (competency attainment) is an open system: 1) all possible competencies will never be identified and some can only be vaguely defined, 2) some competencies that you will identify will not have any identifiable means of attainment, and 3) some will seem extremely simple and mundane while others will appear to be so complex as to be unrealistic.

Best progress has been made when statements are molar in form; that is, they represent an identifiable competence that involves technical, conceptual, and human knowledge and skills. Some illustrative statements are provided as well as a model for analyzing competency statements. One such statement for the supervisor might be:

> The supervisor will need to use one or more theories of learning to generate principles, recognize and diagnose learning problems, and work with teachers to improve learning effectiveness.
> (Guilford, Piaget, Mower)

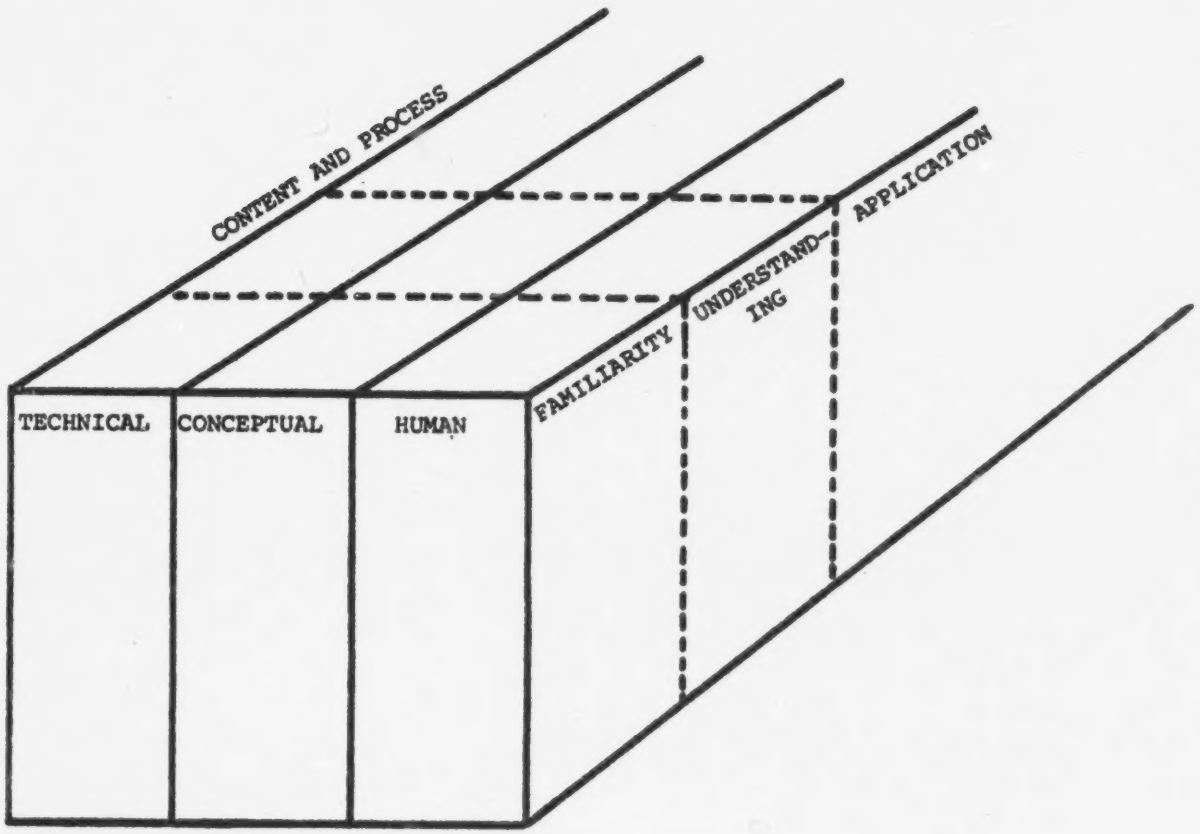
For the principal a competency statement might be:

> The principal needs to know about and be able to employ procedures for establishing organizational goals, clarifying roles, planning, and otherwise providing structure in order for individuals to relate to each other in cooperative and supportive ways.

The statement is cast in a form that reads: "The principal (or whatever position is being defined) needs to be able to . . . ," or "The principal will . . . " Where possible the statement should point to a performance expectation that need not be detailed at this point. In the illustration above the statement concludes, ". . . in order for individuals to relate to each other in cooperative and supportive ways." This clause contains a performance expectation.

Once a set of competency statements have been listed by job category they should be given priority listing on one or more criteria. Assume that a set of competency statements have been listed and each placed on a card. They might now be sorted into piles from high to low priority in terms of 1) importance to success on the job, 2) the extent to which the training program succeeds in developing them to an acceptable level, 3) which should be given primary attention in pre-service and which learned on the job, etc.

Determine Competency Components and Performance Levels. A model can best be used to illustrate competency components and performance levels. The model is actually a six-faced cube with six dimensions specified. This display shows only three of the six dimensions.



A competency statement in the form advocated in this paper will be written in molar form such that each statement can be broken down into technical, conceptual, and human components and the level of competence (familiarity, understanding, application) can be specified. An illustration of the use of the model to specify component parts and performance level is as follows:

Example of a Competency Statement

The supervisor will help teachers prepare and use lesson plans.

Familiarity

Technical: The supervisor will examine and record at least three forms of lesson plans and accurately describe them.

Conceptual: The supervisor will explain the uses, compare elements, and identify conditions for use of three forms of lesson plans.

Human: The supervisor will list (in discussion) kinds of problems he might encounter in working with teachers who are not in the habit of using formal lesson plans and indicate suggestions for handling such problems.

Understanding

Technical: The supervisor can take an element of content, specify a learner or learning group, prepare a lesson plan, and "talk through" the lesson or teach it.

Conceptual: The supervisor can analyze the elements in each form of lesson plan and critique them demonstrating that he can re-combine elements into a new form, adapt one or more forms to particular uses, etc.

Human: The supervisor will examine situations that illustrate how he would work with teachers to 1) teach them lesson planning, 2) work with them cooperatively in preparing lesson plans, etc. (role playing, discussions with supervisors after observation, etc.)

Application

Technical: The supervisor in training will work with supervisors on the job aiding teachers in the preparation of lesson plans--he will write sample plans, examine and critique plans written by others, etc.

Conceptual: The supervisor in training will prepare an analysis of lesson plans prepared in practice and critique them in terms of the model forms.

Human: The supervisor in training will submit sample plans to criticism by teachers and/or supervisors on the job; he will present and explain an analysis of lesson plans prepared by others.

Note that the card sort technique referred to above might well be used to identify levels of competence needed for any job category. In the case of the illustration concerning competence with lesson plans, that statement could be included in a card sort for all administrative positions. If this were done, it is quite likely that this competency would be judged to be needed at the application level for a supervisor and an elementary principal, at an understanding level for a high school principal, at a familiarity level for the superintendent and some central office positions, and not needed at all in such job roles as business manager. Thus the interfacing of competencies of the various administrative roles could be determined. Note also that such distinctions could be used in preparing administrators to move from one job role to another.

Identify Competency Attainment. One means of better allocation of competency attainment is to classify the primary means by which competency is to be attained in a unified program that extends from formal university instruction into on-the-job education in the field. One set of rubrics being tried is to assign primary responsibility for some competency development to formal course work, some to reality oriented experiences, some to integrative experiences, and some to culminating experiences.

Formal courses would provide the knowledge base and be carried on in professor-directed large group settings. Reality oriented experiences would include internships and field experiences under the direct supervision of experienced administrators. Integrative experiences would include seminar or small group sharing kinds of experiences, some student directed, in which experiences would be assessed, ideas generated, problems clarified and solutions explored, related fields examined, and the like. Finally culminating experiences would be largely individual development of performance products that would demonstrate competency attainment such as designing a new instructional program, planning and conducting an in-service training program, codifying all district policies and preparing a policy book, serving as chief negotiator in an employee dispute, etc. Again, the card sort technique might serve as an initial screening of competencies into appropriate categories.

Establish Assessment of Competency Attainment. The identification of instruments and the validation of competence is largely dependent upon the competencies specified and the assignment of competency attainment in the total program of administrative development. The need for precision in defining competencies is brought about by the desire for evaluation. The basis of assessment of the individual's competency attainment is his performance. Typically this occurs in three areas: 1) products that illustrate capability to perform a function or skills, 2) products that illustrate problem solving capability, and 3) behavior that displays appropriate concern for values

exemplified by education. No competency statement should be carried to the specification of technical, conceptual, and human component stage without performance specification, and no program should be planned without a clearly designed procedure for competency assessment and the development of a competency profile for each individual involved.

Validate Competency Attainment Procedures and Assessment System. The purpose of this paper is not to propose a program evaluation model. The implication for total program assessment is made possible, however, by the program of competency based administrative development. The purpose of evaluation is to monitor the system and insure quality control. Competency development has immediate, short-term, and long-term consequences that require monitoring, and the expected consequences for each time span should be specified. Once performance attainment is measured, then the procedures for achieving competence can be assessed and revised. Whether a particular competency could best be acquired in the field rather than in formal course work, for example, could be better determined than it is now. Finally, measures of performance in a competency based pre-service and on-the-job development program could be correlated with actual job performance.

Conclusion

The definition of competencies is the beginning step in a total competency based program of administrative development. Its major purpose is to provide more precision to each administrator in his development. If competencies are not defined, there is no way to insure their development. However, more precise definition and closer evaluation can expose the entire system to premature closure. Therefore, recognize the limitations in both competency definition and in evaluation and keep the system you design open and responsive. If this can be done, we shall base change upon sound information and have the capability of distinguishing fads and "tail chasing" from real progress.

Mrs. Mildred Burns

First, I've got to get the feel of everything and of everybody. But I want you to know I'm me wherever I am and can stand on my little piece of ground.

As I sat here this morning I thought, "I believe I am going to have to go see Dr. Charles, maybe tomorrow", (Dr. Charles is a chiropractor) because I sat so long and I wonder sometimes if this is the way the children feel. I sat here and looked at the paper and from some of the things I've heard this morning I thought to myself, well, I was right in what I said to Dr. Mayhew last week. I received a packet in the mail and I said that was a beautiful packet and it was fine but I didn't see me there. You know what I mean. All of this is just fine but I wasn't there so I had to bring me to you this morning.

I read quite a bit when I have the time; and that's when I go to the bathroom. I read somewhere this morning, while in the bathroom, people who have led cornered or sheltered lives fail to realize what they are missing by the way of conversation. All the knowledge in the world is not within the boundaries of school. Some of us believe that all knowledge is a matter of comparison and the deductions made from it.

I'm going to be myself here and I hope that you can understand what I'm going to say. Of course if you don't, I won't feel bad about it because some of the things I've heard here this morning don't mean a thing to me either. I believe that anything you can do, I can do better. Or just as well, anyway.

I think that every individual should be positive enough to

Sometimes, like I said when I got up here, that I was tired of sitting so long and you know these are some of the things you have to put up with in the schools, or in education itself, because let's face it, this is the real thing. If you have to get down to the nitty-gritty of the thing and know that you're dealing with people, you don't live in fairy land. And everybody in this room knows what each other is talking about, but people like me or some of us adults, we don't. We're not digging you, you've got to come through to us and you've got to find an approach other than what you did here in this room this morning.

Now I don't expect the impossible from educators, but I do expect my child to succeed at his own rate on his own level. Being a parent, I have one or two things that I can tell you about how we feel about competencies on the part of administrators. Parents feel that when all things are provided then education must happen. They also feel like they're not getting their money's worth. I feel one of the basic reasons for having incompetent administrators is that some of you have resisted the change. When I say the word, you, I'm not picking at anyone or somebody. I'm talking about educators all over the world. I believe in bending with the tree as the wind blows. You might as well give in or go with it. Anyway, try it, you might like it.

Do you believe that things of yesterday can be the same today? Let me be the first to tell you at this very important conference that they cannot be. Wake up, superintendents. Wake up, college professors. Wake up, teachers and wake up, principals

think so negative. Administrative competencies can be described as the thing for 1973, but I think administrators should first be human. Remember that we all crawled before we walked and between crawling and walking we had to fall a lot. And sometimes we needed someone to reach out or reach down and give a helping hand.

Remember I am speaking to you this morning for parents. I am also a concerned citizen. I don't mind saying or doing my thing for the sake of children.

Parents, doctors, lawyers, educators, and I emphasize parents must have competencies in their own respect if children are to make it in this complex society. People are getting tired and will no longer tolerate incompetent people in valuable jobs or positions. Ninety-nine times out of 100 when we go to a doctor we expect him to tell us our troubles and then do something about it. So it is when I go to the principal or a teacher I expect her to have some answer as to what my child is able to do and what he is not. No, this world cannot tolerate incompetent people.

Oh, I know; administrators cannot have competencies by themselves. Superintendents need principals, principals need superintendents. So it is with the teachers and the parents. If teachers are expected to reach successful goals they must have complete support from us parents. I think that if children did not need parents, they would have been born in the desert like some of these cacti and stuff like that.

Anyway, they need guidance and this is what we all are for, to help these children to get ahead. Just reach out to them.

and supervisors, parents and taxpayers. We have a job to do now and not tomorrow. And if you have found the road is too tough, I say give it up, step aside, make room for someone that can and will do the job.

Let me quote a few words that are used by a principal that I know quite well. He says, "This is a new day in education for those who are willing to do things for the sake of children". Three out of five of our children need something. They need to know they belong to someone. They need to feel that they can be trusted by someone. At home, that someone will be good godfearing parents. At school, also, good godfearing and understanding administrators and teachers.

One morning I went to school The nurse was out and I volunteered this day to help in the nurse's office. Lord knows what I would have done if somebody had come in there with a cut because I cry at the sight of blood from a child. I can't stand to see children being hurt. When I got in there, there was a little boy soaking his foot. And that was the dirtiest little foot I've seen a long time. But, these are some of the things you have to be skilled in as an administrator to know how to put up with. This little boy had hurt his foot about three days ago and nobody had paid attention to him. Well, you can imagine how much the child was in pain. His foot was infected, his big toe was infected and you know how it is when you stub your toe. Boy that hurts.

But anyway, I thought to myself, these are the things that these principals and teachers have to put up with every day. And just for somebody to put his foot in a pan of water to clean it, oh, that did him so much good. And then while I'm sitting there,

my six year old heard I was on campus. She came in with a three inch scar that was aching all ready. But once children know what is expected of them and given a chance, they'll come through. I say make way for the little people of this new day.

You spend a lifetime going to school, looking for something one fourth of it. You spend the other fourth trying to grasp it, the other fourth being an educated fool, and the other fourth making life miserable for others. What I mean by that is as people we all have problems, but you should be more conditioned and positive thinking enough to leave whatever it was that irritated you this morning at home. Put on a happy face and you might find it making things a little brighter for others, you know it will feel far more lively than when you started out.

As I say, I read a lot and I read somewhere an English poet named Kipling. Mr. Kipling once said that if you can keep your head when all about you others are losing theirs and blaming it on you; if you can trust yourself when all men doubt you, then I think you're the kind of administrator we need.

There is too much of this every man for himself in this world today. In order to reach out and help our young people to cultivate and bring out their natural resources, we need educators, superintendents, principals and what have you that are together and heavy enough to do their thing. These people should realize that no man is an island, he just cannot stand alone. For we all go together or we don't make it at all. You see we need the help of each other when we see each other fall.

Yes, our administrators of today have a task. I believe that administrators need to seek out what is wanted by the people

as well as what is needed for the people and above all never forget from whence they came. Mr. Kipling also said that if a man can walk with crowds and keep his virtue and walk with kings and never lose the common touch, he'll be a man. We need educated administrators whether men or women who can realize that it is a destiny that makes us brothers. None of us can go our way alone, for however we get into the lives of others, it has to come right back into our own.

Dr. Carolyn Warner

I have the feeling that a lot of us are disarmed. Mother Nature didn't give us some early warning devices, we're like a frog. Now that poor creature has a lot of abilities. He can survive where others can't. But his early warning device is out of order -- out of whack -- it just isn't there. You can put a frog on a stove in a pan of water and you can turn the heat on just ever so slowly. He's a cold blooded creature so he cannot adapt to his environment. He's in that pan of water and pretty soon the steam starts to rise and he just looks out over all that he can survey and pretty soon that frog, as the temperature increases, doesn't know what is happening; doesn't know that forces are at work making his environment very difficult. He just sits and looks. He could hop away to safety any time he wanted to. But he just sits in this pan of water and boils and finally passes on to his reward, whatever the reward is for frogs. I've never given that much thought, but it is an interesting proposition. I submit that many of you administrators, many school board members and many parents are somewhat like the frog. There are all kinds of danger signals around. The fact that the steam is rising should be sufficient, but we sit and cook in our pan of water.

We'd better get out and start hopping. You are the people that can make the difference. You are the ones that have the expertise. You are the ones that have the educational and heaven help you, you have too much of a vocabulary. It's great,

but it's not intelligible. You are the ones, if you take that knowledge and reduce it so it can be understood by the commoner, who can stop the problem, turn down the heat and let us survive in this land.

You're supposed to be here talking about administrative competencies, how they can be evaluated and how they should be set up so that they can evaluate, who evaluates and what is competency. Well, let me tell you. The definition of competency to administrators in the field of education is -- does the educationa succeed? Does it take? Do the people that you serve accept your work as a success?

In my opinion we're in danger. You'd better listen because the early warning signals are going on all around and the clamor is getting louder and louder by individuals, groups, organizations, society, parents, cost accountants, state superintendents of public instruction, county superintendents of public instruction, auditors in general, state legislators, and by the school. You might say, what does that have to do with me? My responsi- is to run this unit school. No, it isn't. Your responsibility is much greater than running that one unit school or that individual system. You are the spokesman of a concept of education. You are the mouthpiece, you are the one that people look to. Do people look to you and see an attitude of success, the happy look, the happy face that Mrs. Burns spoke of; or do they look to you and see the down turned mouth?

I think that education in our land as we know it, and therefore our land as we know it, is in serious jepardy. Mrs. Burns has listed reasons; I'd like to list a couple of others. People

say to me all the time, you are spendthrifts you people in education, and I answer with some platitude. Ben Franklin said, "The only thing more expensive than education is ignorance," and they say, friend, maybe I can more likely afford ignorance than I can education. People say, what do we have today, what has education done for us? We have high taxes, unruly children, we have war, we have welfare, we have people shouting on street corners, and we have people who are hungry. Education in this land is the basis of our form of government. Our great success in this land has been on the basis of the concept of free public education for all. They say that's over, friend.

I've been called an alarmist. If people don't say it, I can read it in their literature. They say, "Let's split society out into two streams. Let's have the dumb stream B and the bright stream A. It is entirely possible and the schools are providing us with all of the ammunition. Let us jeopardize public education by showing up all of its weaknesses and therefore we move toward our goal." An alarmist, maybe so. Will it ever happen? I doubt it. Could it happen? Indeed it could; within a very short period of time. I submit that it's time we started to hop.

Administrators, by and large, are exceedingly competent people. Those administrators that I know and that I have had an opportunity to meet are concerned human beings. They care about their pupils, they care about their staff, and they care about their community; but in many cases very few other people understand their caring. As a board member, I hear administrators

present proposals that are erudite, beautifully prepared, well thought out; and the premise is good, the prognosis is good, the conclusion is good, but the alternatives are never there. And so those recalcitrant board members say, you gave us one answer and that's not enough. I want to know what the options are. If we go this route, what happens; if we go this route what is likely to happen. They're going to come back to your decision. But give them alternatives. Let them have an opportunity to go through the process, to talk the thing out, to put a little bit of themselves into the process -- and don't you administrators continue to do it all for us. Let us make mistakes if necessary as lay people, as parents, as school community workers or as board members.

When you talk to us (the community at large) leave your vocabulary at the university and come to us in plain terms with a smile on your face and an attitude of progress and success in your eyes. I think it's important to communicate with the people who pay the bill, to tell those people your success story. They're going to tell you your failures; but come to us, to the board members and to the community with success. You have successes enough. There's no need to have to fabricate it. There is no need to have to build success stories. Tell the ones you know you have.

You all know far better than I, that the agitators have a method of operation. It's a very simple method; it always works and we never recognize it. We see the steam, but we never recognize it. We sit there and gaze out on the view and wonder

what's happening. It seems there is a little activity, but I can't put my finger on it. Agitators at all times take the initiative and make accusations. Their commonly known method is to attack. Attack with facts -- not necessarily; facts don't matter. There are thousands of areas in public education where we are liable to attack. What do most good guys do? They can't use those methods. I can't dirty my hands. I can't stoop to that level so I will ignore you. Ignoring you means I have no answer; I have no response and they win the game of that day. You can't afford to let them win too many games. The good guys have got to respond -- that's you. And you'd better respond point by point, day by day. Don't let the residual, the non-biodegradable bury you. Because as it accumulates, its digging you deeper into a hole and all of us. So when the people say, look at all the negativism in our land today. This is what education bought? Say yes, of course, but you know the answer to that. You know that in a free society that is built on an educated populace there is much clamoring, an enormous amount of faultfinding but very little suffering. In a despotic state, in a controlled society, there's no fault finding. There is very little clamoring but the suffering, my friends, is momumental.

The beauty of our land and our system of education that supports this concept is that we complain and we find fault and point fingers and we should. But we who are doing our jobs, you here today, need to answer and not lie down and let people run you over. Now, there's nothing wrong with bragging or taking credit. There was a little boy in a church school last summer

and all the little kids had been given a handful of peanuts and they were to break the peanuts, look at them, see how they were nestled inside the shell and how the shape of the peanuts was the way they were nestled together. Then they were to examine this whole concept and have a new view on life. You know the process. And one little boy looked up while the minister was standing in the door observing this operation. He looked at his little pile of peanuts and then at the minister and said, "You need some peanuts," and he gave him some of his. The minister said after the class was over, "That was a very good thing you did", and the little guy looked at him and said, "I know it." Do you have the confidence and the humility and the honesty to say, "I know it. I am trained, I am competent, I am equipped, I study, I keep myself up to date, I'm interested in young people and the concept of education is my lifework. I am doing a good job and I know it"? Now I know that for educators that is very hard and that it's a little crude and unsophisticated. But my friends, you'd better do it, because other people need to know it, too. And many times they never know unless we say it.

I liked what Mrs. Burns said when she said, "We're not digging you." Many of the parents just fail to understand; many of the board members don't understand. So say "I'm doing a good job -- look at the successes I can list for you. Let me give you an individual illustration of a young person." Do it. Say it. And say we're doing it well. We saved little Mary, we saved a young person, we made a success and here is the story. Mrs. Burns closed better than anyone else can by using Rudyard Kipling and Edward Markham. Markham talked about creating a

a circle and taking other people in. Draw your circle and bring them in so you never loose the common touch with all the training you have and the abilities you use.

THE TASK OF THE SEMINAR

The Task by Dr. Deever

We've had some very fine ideas expressed to us, and we've listened a lot. We've been told the reasons why we must get about the task of dealing with competencies, identifying them, and pursuing them. On this continuum of what we do with them, there seem to be at least three things: (1) Careful identification for analysis of the competencies that the administrator needs, (2) has to do with the preparation of administrators both in pre-service and in-service, and (3) is that of evaluation. So on this continuum it seems to me that we need to begin our operation. Our first task is to deal with the identification of competencies.

I would maintain that school administrators have been accountable for many, many years. I think that the problem is that we've been accountable in general and we need to be accountable in specific. You recall that over fifty years ago Henry Fayol started his stratification of what administration was and he came up with five catefories. Gulick contributed his POSCORB. Later, about 1955, the AASA came out with their book on staff relations in which Francis Chase came with another kind of stratification of the administrative task, and he listed five different kinds of functions of administration. These are far too broad and far too nonspecific.

What has been planned for in this particular conference is your involvement. We need the input from the profession. I think it would not be trite at all to say that only professionals can really analyze the task of their own profession.

We want now to begin to analyze very specifically within each administrative position, what it is that the administrator does. Once we know what he does, we can deal with the matter of competency. There is a great deal of commonality from one administrative position to another. However, we want to approach competencies from another angle; that is, we want to look at the matter of competencies by position and do so as specifically, analytically, and as definitively as we possibly can. Let me suggest a procedure that I think might assist us in our work sessions. First, I would urge you to try to identify some major categories or areas of responsibility which the particular administrative position would include. Let me urge you not to take too long at that task; don't worry that every word is absolutely perfect, but let's concentrate on getting ideas. Gauge your time so that you will have time to go to the second step.

After you have completed the identification of areas, then we would like for you to break into sub-groups within the group and have each group work on one particular area to identify at least some of the key competencies for that area. Another small group would look at area two, and so forth. Time permitting, if you could use an interphasing technique within your group it might be helpful. In other words, group one looks at area one and group two at area two, and then those two groups share and critique the ideas which have been generated.

Just to trigger your thinking, I want to suggest two or three kinds of stratification that you might consider. Clemmons indicated that there were eight different kinds of areas of administrative competency; instruction and curriculum, pupil personnel, staff personnel, community school, leadership, school class, school transportation, organization and structures, school finance and business management. You might like some other kinds of categories, but at least this is one system that you can look at.

Another deals with categorization including the instructional program and the management function, which might include business operations, auxiliary services, staff personnel, student personnel, community relations, member of the school staff, member of the district administrative staff, and member of the profession of educational administration. Additionally there are the administrative competencies developed by California State University at Los Angeles. They are rather comprehensive. You might find these a ready source as you develop your list of competencies.

You have two tasks then. To try to come up with categories and by breaking into smaller groups, to identify some of the competencies that would come within each of those categories. At 3:20 we want you to report back to this room. Please identify someone who will make the report; this should not exceed six minutes. We have provided transparencies for you and we would like you to place on the transparencies the areas of administrative competency you have identified. We

would like you to share with us those competencies you were able to develop under each of these areas. We would not wish to take time to share all of the competencies. Time permitting, you might like to look at the McCleary model in which he presented three levels -- familiarity, the understanding, and the application. Indicate which level this particular competency would require. So the task is to apply your creativity, your introspection of the job you know so well, which you know better than anybody else. You can use the background and all of the information and inspiration that we've gotten to this point as we try to do a very creative task. We know this could not be done without you.

In the event that the profession does not assume this major responsibility, then perhaps it will be done by the university. If both of these are to default, some completely external source will do it, and we as a profession will not have control. In such an eventuality, insight, expertise and knowledge of the job will not be brought to bear upon this task as it should be. We see this as an opportunity for major input from the profession with some reflection and some partnership on the part of the university. It is my opinion that at the end of this conference much work will yet need to be done, and perhaps this is the university's role -- continue to stimulate and carry it on to a refined product. But we want to use your creative input, and we need it for this next session.

WORK GROUP REPORTS

AND

COMPETENCIES DEVELOPED

SUPERINTENDENTS

Twenty-five superintendents, from districts such as Kyrene, Phoenix, Yuma, Prescott, and Tucson attended the superintendent's work session for the identification of administrative competencies. The meeting was chaired by Ben Furlong, superintendent of Kyrene District. The faculty representative was Dr. Merwin Deever. Steve Lynch, graduate student at ASU, was recorder.

Chairman Furlong made appropriate introductions and moved into task descriptions right away since the time was short. The statement of the group's task was as follows, "Identify the major areas of responsibility in which the superintendent must be able to demonstrate competency". The groups had a few minutes for clarifying the nature of the task then began expanding to include several areas which had been stressed by speakers at the seminar. There was general consensus that most of the areas were legitimate areas of responsibility. One area emerging later, however, as having considerable importance to the superintendents in the group, was political relationships and politics of school administration.

Nine categories were accepted as containing the major areas of responsibility for superintendents. They include school programs, pupil personnel, school community relationships, staff personnel, physical facilities, school organization, political relationships, intergovernmental relationships, finance, and business management.

The large group was divided into four small groups and assigned two or three of these areas on which the group members

were to develop competency statements. They were instructed to write each statement on a 3"x5" card so that flexibility in re-grouping these statements was possible at any time. Immediately two categories were added to our list. The first was the superintendent as a person. Also added was the category of superintendent - school board relationships which had not been handled adequately before.

The final competencies as identified by the group of superintendents were as follows:

Key Responsibility I: School Program

The superintendent must be able to:

utilize personnel with specific competencies

organize the staff for instruction

motivate personnel to implement programs

control or monitor instructional programs

mediate between conflicting forces.

demonstrate skill in decision making

know the vocabulary of program management

assess community needs

demonstrate he has knowledge of alternative programs, and the ability to develop options

demonstrate knowledge of educational skills and tools.

Key Responsibility II: Pupil Personnel

The superintendent will:

need to provide for counselling services
(a) individual and group assessment
(b) career and occupational information
(c) reporting to parents on student data
(d) promotion of self image

develop the role and responsibilities of the special staff

institute and maintain a system of child accounting and record keeping

provide for support services such as:
(a) psychological services
(b) health
(c) testing and measurements

provide for reporting to parents on pupil data

utilize the resources of the community and other juvenile agencies in providing pupil personnel services.

Key Responsibility III: School Community Relations

The superintendent must:

develop effective procedures for the anticipation and recognition of crises and effective crisis intervention procedures

establish effective communications at all appropriate levels, including a regular system of informational services

demonstrate the ability to determine community power structure

become effective in techniques for involving members of the community in school affairs

develop a system of personal availability to his school staff and the members of the community.

Key Responsibility IV: Staff Personnel

The superintendent:

should provide for the recruitment, orientation, placement, and evaluation of personnel

must provide for an effective system of staff record keeping

provides for professional growth policies

must maintain effective threeway communications with employees including:
(a) oral
(b) written
(c) human relations skills

should provide development of staffing standards

must provide for supervision of personnel.

Key Responsibility V: Physical Facilities

The superintendent must:

be familiar with school law

have the ability to communicate

evidence business sense

have knowledge of all aspects of school finance

have the ability to locate and interpret research

have the ability to delegate

be familiar with the new technology and innovation concerning school plant planning and construction

be skillful in relating the goals of the school district's curriculum program to the physical facilities designed to house these programs

have the ability to operate a needs assessment program concerning district facilities requirements

have the ability to develop population projections and to coordinate these with future building plans of the district

have knowledge of instructional strategies

make educational specifications clear to architects so buildings will satisfy the educational needs of the district

have the ability to establish a program to determine consensus of community values

have the ability to generate enthusiasm, and recruit support.

Key Responsibility VI: School Management

The superintendent must be able to:

establish organizational roles necessary to implement programs and accomplish organizational tasks

recommend to the board the allocation of resources (physical,

financial, and human) on a priority basis to effectively and efficiently implement board policies toward established goals

interpret school board policies for faculty, staff, students, and the public

provide for and interpret research to assess organizational structure

create a climate and structure which provides for staff participation in goal setting and decision making

apply his knowledge of individual and institutional behavior in implementing board policy

identify evidence of organizational stress

possess the knowledge and practice of problem solving techniques

assist the board in making policy by gathering data, analyzing data, and recommending alternatives

recognize his strengths and weaknesses and build a management team to compliment these strengths and weaknesses.

Key Responsibility VII: Political Relationships

The superintendent must:

develop a political awareness for educational needs among community members

develop lines of communication with politicians, including techniques for presenting the educational programs and needs of school district

have a knowledge of political personalities within the school district and the state and be able to have his staff utilize this information efficiently

have a background of trends and issues that relate to political issues.

Key Responsibility VIII: Inter-governmental Relationships

The superintendent must:

demonstrate the ability to communicate and coordinate school programs with appropriate governmental agencies

develop the ability to generate proposals for funding from various governmental sources

develop a thorough background of information relating to the various governmental agencies and individuals within these agencies with whom the school district may find itself involved.

Key Responsibility IX: Finance and Business Management

The superintendent will:

have a thorough understanding of school law and relevant legal opinions

need to be skillful in relating available statistical data and a systems accounting approach to all areas of instructional program

be able to delegate financial and budget operations

need to be able to coordinate and justify all budget items and functions

have a thorough knowledge and background of the district's financial status, included bonded indebtedness, operational and capital budgets, and tax rate and levy history

know all aspects of the pupil transportation system

be able to appraise constructing, remodeling, and renovating needs to fit the learning requirements of youngsters.

Key Responsibility X: The Superintendent as a Person who:

needs self discipline

will exemplify the importance of continued personal and professional growth of self and others

must demonstrate understanding of the vocabulary used in the different departments of the school so that he can effectively communicate with staff

should have the ability to establish the method of personal growth through:

(a) reading
(b) attending workshops
(c) advanced courses
(d) conferences with peers

must project an image of credibility

should present issues and recommendations to the school

PERSONNEL MEETING

The personnel meeting was conducted by Team Leader, Dr. John Van Luven, Dr. Robert Greene, Consultant, and James Passi, Recorder. Approximately 16 representatives were in attendance during the three day conference.

The personnel group developed competency statements from nineteen functions. It was the general consensus of the group that these functions could not be considered all inclusive. The following functions were recorded.

1. Recruitment
2. Assignment and Reassignment
3. Staff Utilization
4. Staff Development
5. Staff Performance Appraisal
6. Counseling
7. Para-professionals
8. Office Management
9. General Responsibilities
10. Negotiations
11. Research
12. Communication
13. Health Service
14. Professional Growth
15. Promotions, Demotions and Dismissals
16. Terminations
17. Policies and Procedures
18. Grievances
19. Wage and Salary Administration

In developing the competency statements from the listed functions, three documents were utilized as references. They were Standards for School Personnel - American Association of School Personnel Administrators; Burbank Unified School District Personnel Functions - Dr. Robert Greene, Assistant Superintendent for Personnel Services; Guidelines for Performance Appraisal - Culver City Unified School District - Dr. Robert Greene.

The developing of competency statements resulted in the fol-

lowing conclusions and recommendations:

1. Regardless of the accomplishment in the conference, the competency statements should not be imposed on any organization - they must be done in cooperation with respective staff members.

2. In rating the various competencies it was determined that both pre-service and in-service overlap in many areas. Pre-service indicates a closure and ending. We feel many of these competencies do not end with pre-service and carry over to the in-service area.

3. The appraisal system is only one step of the process. Thus no one can be judged perfect because of all positive marks.

4. Competencies do not mean anything until they are utilized.

   (1) They must be translated into specific objectives.

   (2) They must be written by the individual and he must have total commitment.

5. Accountability implies that the Board of Education will supply the tools or means to reach all objectives.

6. Competency statements become a base of measure an end in order to improve performance. In summary, competency statements should be a working tool.

7. It was the general consensus of the personnel group that only time was available to scratch the surface of this very complex and important topic.

Following are the competency statements developed by the personnel group.

Wage and Salary Administration

The effective personnel administrator shall be able:

to have a broad basic knowledge of wage and salary administration

to develop the district philosophy on wages and salaries

to have human relations abilities to implement appropriate wages and salary for his district

to keep wages and salaries in line with the ability of the community to pay

Recruitment - Teacher Assignments

The personnel administrator must:

develop effective research methods and complete research in enrollment projection for the purpose of determining staffing needs

develop a communication system for discriminating information with regard to staffing needs

be able to develop reliable and objective methods for screening candidates for staff selection

develop a program for the utilization of other administrative staff members in the active recruitment of staff members

be able to develop a program for the employment of minority personnel and the recruitment of same

be able with the assistance of other administrative personnel to develop job descriptions for all areas of district employment

develop a program for working harmoniously with the building principal in making staff assignments which would include transfers

develop a skill for working with individuals and groups

Negotiations

The effective personnel administrator must have a:

working knowledge of the grievance procedure as a management tool; the skill to develop procedures to implement a grievance policy; and the ability to implement the policy in a manner which will be equitable for all employees

working knowledge of various types of negotiations strategies and the ability to readily adapt his methods to interrelate to whatever situation he is confronted with

working knowledge of the intricacies of negotiation with the skill to negotiate in good faith, while at the same time promoting good human relations at all levels

The effective personnel administrator must be able to;

successfully recognize and cope with all types of individuals and alleviate the feelings of these individuals regardless of the circumstances.

accurately interpret current policy and procedure including the current p.n. agreement (if one exists) and adapt this knowledge to all negotiations situations.

successfully negotiate while concurrently protecting the interests of the school board, teachers, and most importantly that of the pupils.

Research

The effective personnel administrator shall have working knowledge of personnel management skills and information gathering skills utilized in the private sector.

The personnel officer must be cognizant of research in the behavioral sciences and management sciences and possess the skill to implement data pertinent to personnel administration.

Communication

A capable personnel manager in liason with other district departments and community agencies should be able to;

articulate his departments objectives, practices, and accomplishments

prepare concise written reports of department objectives, practices, and accomplishments

persuasively present personnel requests and recommendations

restate and understand another's point of view before reacting to it

conceptualize the objectives of the entire system and the society which it serves as they relate to departmental objectives

use the vocabulary of the group with which he is dealing

Counseling

The effective personnel administrator shall possess the knowledge and skill to counsel education personnel in the specific

areas of:

effective educational placement

counseling with administrative personnel to resolve human relation problems and concerns

teacher welfare

retirement counseling

Para-professionals

The effective personnel administrator shall be skilled or knowledgable in the;

employment needs of the district and budget limitations

information needed for effective placement and utilization

appraisal techniques and instrument development

establishing an ongoing personnel record suitable to the needs of the district

information regarding legal procedures necessary in termination of employment

Staff Utilization

The effective personnel administrator shall be able to;

develop and implement an orderly induction process as well as meaningful orientation programs for new and returning personnel

develop transfer procedures to meet educational needs based on staff administrators recommendations

establish and maintain records indicating status of development and training of staff for analysis of performance appraisal and assignment

Termination

The effective personnel administrator shall be able to;

develop an effective process of appraisal reports or other written reports for suspension or termination of an employee for just cause

periodically review performance profiles, provide counseling, as well as personal and professional development recommendations for career improvement

Policies and Procedures

The competent personnel director shall be able to;

research, write, and interpret policies and procedures

write, interpret and clarify policy regulations for the board, district, personnel, and community

provide personnel plans, procedures and information for other administrators

gather, analyze, interpret and apply other personnel data from allied professional and business organizations

utilize all staff resources in development of policies, regulations and procedures

Professional Growth

Competencies needed by the personnel director include;

ability to analyze present and future needs of the position for further professional growth and specialized training

knowing how to provide professional growth opportunities by visitation and critiques for all personnel staff in other professional and allied organizations

Staff Development

The effective personnel administrator shall be able to;

cooperatively identify needs for in-service work which will aid the district in implementing its present and future educational programs

cooperatively identify available teachers, etc. who can effectively conduct pertinent in-service programs, and consultants who can assist in these programs

keep informed of on-going programs and long-range goals of his district

Appraisal

The effective personnel administrator shall be able to;

cooperatively identify desirable staff competencies which can be measured as objectively as possible or evaluated which reflect the needs of the children in the district

cooperatively develop instruments for implementing this measurement

ELEMENTARY PRINCIPALS (1)

Attending this session were twenty principals from throughout Arizona, ranging geographically from Tucson to Flagstaff. The faculty representative was Dr. Tom Mayhew and the recorder was ASU graduate student, John Morgan.

The group started with an expression of the relevancy of what we were doing. Some were thinking that this was the same role that they were playing eight to ten years ago in the classroom. They wondered if the children weren't being left out. They felt there needed to be a more common understanding of the task at hand.

Consequently, some wanted to write all the competencies they felt were needed in a particular task. However, there were many who felt that an environment meant a great deal to an individual situation and that there were too many tasks that would require different kinds of skills and competencies. There was also an expression that there needed to be some training in the way of expressions, feelings, perceptions and the use of the senses.

In this group, Dr. Greenwood gave us some food for thought. He suggested that we had been exposed in the last day or two to a great deal of expression from individuals who are leaders in the field, and from going around to different groups he sensed a great feeling of fear. Within this group it was felt that we were interpreting on an individual basis, that expressions of what we want were being mixed with what we were hearing, and that we have some confusion. It was also felt that perhaps there was a difference in the interpretation of the word competency. The

indication is that if a person is efficient and effective, they are competent.

However crude the process of small groups, some areas of competency were constructed. The group put into them a lot of the ideas that were expressed at the beginning of the sessions. The product is a beginning and it will not be an end. The group is hoping that the work done will continue and that they will be involved.

The competent Elementary Principal shall be competent in the areas of:

Plant Management

The elementary principal must:

be aware of all requirements, district and local of O.S.H.N.

be responsible for plant requirements to meet local goals

meet needs for program development

supervise and schedule personnel for plant and facility operation

develop a program for major building renovation over long periods of time (year-round school).

Educational Leader

The competent elementary principal must:

maintain an evaluation program on the total school physical plant

provide budget justifications in support of staff and program

establish objectives for the educational program and communicate those objectives to those involved

utilize the services of other experts to review and recommend selection of textbooks

provide pupil personnel services to meet the particular health needs of the students

devise a plan of in-service training based on individual needs expressed and perceived by the staff

establish special programs (whenever feasible) appropriate to the school resources and/or environment

be a coordinator of student services within the school

be aware of the fact that children have special needs

be able to recognize children with special needs

be knowledgable in the area of child development to be able to recommend a proper course of action for the child

be familiar with the services available within the district and community

have the ability to coordinate efforts insuring best usage of available resources for each child.

Facilitator of Learning

The competent elementary principal must:

understand and apply the principles of child development and learning theory

know district goals and identify and develop school goals based on district goals

direct a needs assessment of students in the school community

identify and develop the objectives based upon student needs, as well as district and individual school goals

be able to organize time, space, students and staff personnel to facilitate learning

select, develop, and direct the instructional programs of the school

direct the identification and selection of needed materials, equipment, and facilities for instruction

develop understanding and skills needed to establish a climate conducive to learning

evaluate the instructional program, the students, the staff, and his own performance

develop and improve effectiveness of teacher performance through counseling, assistance in problem solving, and in-

service training.

accept the responsibility to prove his faith and confidence in his faculty, his staff and the school population. The latter must include parents, children, the community and his administrative co-workers

have the sensitivity to be aware of his specific administrative situation, and the ability to communicate with the people involved.

Teacher Evaluation and School Plant

The principal will observe teachers in order to support self-improvement on the part of individual members of the staff.

The principal will gather information and establish strategies in order to effectively screen staff and maintain a high level of professional performance at school.

ELEMENTARY PRINCIPALS (2)

This group met under the chairmanship of Mr. William Johnson of Tucson. Dr. Howard Demeke served as faculty advisory and Bob Scott, ASU graduate student, as recorder. At the first session the group was divided into two small groups with instructions for each group to determine areas of administrative competencies for an elementary principal. After much discussion about the differences in roles of elementary principals it was decided to consider the "average" elementary principal, if there is such an animal, and to think of areas of administrative competencies relevant to the "average" elementary principal.

The results of these small group efforts were then discussed by the total group. It was decided that eight areas of administrative competencies would be studied.

The groups were then asked to identify competencies under each of the original competency areas. The following competencies were developed:

Instructional Leadership

The elementary principal, to be competent, needs to:

be able to identify the factors conductive to a good learning climate and to strive toward this end for his own situation.

know about and be able to establish procedures for facilita ting student placement, evaluation, instruction, and other student functions

be able to effectively interpret the requirements of district office personnel to the to the staff, pupils and parents of his school. The principal will be able to effectively interpret the requirements of his staff, pupils, and parents to district office personnel

be able to effectively assess the needs for facilities to accomplish instructional goals and assists in the development and/or modification of school facilities

establish a health and safety program consistent with prevailing standards

(a) assess his staff as to the competencies which need to be developed, (b) prioritize these as to importance, (c) organize and coordinate in-service sessions designed to improve and/or develop these competencies, and (d) employ positive principles of group dynamics in these sessions

plan, organize, implement and supervise those pertinent areas dealing with curriculum to effectively achieve the stated educational goals

effectively coordinate the student services in his school

be an active member of the profession, knowledgable of innovations, trends and research and provide information, encouragement and in-service training for staff.

Business Manager

The effective elementary principal will be able to:

identify student needs and coordinate the different services to meet those needs.

manage the school plant in that the faculty and students may utilize the plant in the most effective way possible

understand the fundamentals of plant function in order that he may assist in the design of facilities to meet the needs of the school community

direct the staff in assessing the business related needs of the student personnel

have a working knowledge of the budgeting procedures

to establish procedures for effective pupil transportation.

Public Relations

In public relations the competent principal will:

communicate the educational needs of his school and district to his patrons

be able to function effectively as a district team leader

interpret community needs through an interaction and involvement with staff and pupils, political and governmental units,

civic and church groups, organizations utilizing communication and observational skills consistent with assessment and prioritization techniques

be knowledgable concerning the goals and practices of the local school, the district, and education in general and must effectively interpret them to the community

be able to establish, coordinate, and maintain communication procedures and methods whereby relationships between district office and individual schools are effective

be aware of any and all conditions which will adversely effect the morale of the staff, and through whatever means necessary work to keep morale at the highest possible level

be able to analyze the reasons behind transportation problems which occur and to interpret these to the administration, staff and community.

Personnel Director

The competent elementary principal will:

assess the abilities of the teachers in order to place them where their abilities will be best utilized

function as a district team member in order to provide coordination and cooperation on a district wide level

need to know the fundamentals of group dynamics and promote a climate of positive professional interaction among staff members

need to make staff assignments which reflect pupil needs and teacher strengths

maintain a positive relationship with the district office staff to facilitate recruitment and evaluation

serve as a member of the negotiations team in making negotiation decisions which will benefit the district administrative personnel and will help communicate and interpret policy with building staff and the school community when appropriate.

SECONDARY SCHOOL PRINCIPALS

The secondary school principals group was attended by principals throughout the state from Wilcox, Ampitheater, Paige, Phoenix, Prescott, Miami and points in between. The committee was chaired by Dr. Carolyn Scott of Phoenix Union High School. The faculty representative for the meeting was Dr. John Walker and the recorder was Joel Scott, graduate student at Arizona State University. Twenty-one principals attended this work group.

The procedure for working within this work session was much the same as in other groups. The group was divided into four subgroups. The first order of business was to identify the different competencies and then to rate them. The group then determined five different areas on which to concentrate. During the work session they were able to identify 100 different competencies and all but ten were rated.

By the time the secondary principals finished their deliberations and had put their competencies into understandable form it was found that the discussion had been limited to areas such as the technical skills that the principals would need, human relations skills that would be critical to the secondary principal, instructional understanding, environment for training, evaluation, and the final category was school law and its ramifications. Consequently the secondary school principals derived or developed the competencies that follow.

Communication

The principal must have the competency of being able to:

use mechanized communication equipment in order to disseminate information to the public and school personnel about the school and its programs

communicate effectively with subgroups of the faculty in order to have group involvement in effective problem solving

reduce educational jargon to "plain terms" in communication with parents, patrons and the community at large in order to clearly convey the message intended

communicate with judgment to members of the mass media in order to clarify issues and policies

communicate managerial and leadership needs to superordinate personnel in the district to better meet the needs of his school

communicate effectively in a variety of ways with members of the student body in order that the aims and goals of both are clearly understood

communicate effectively with his peer group to articulate and coordinate his educational program

recognize that good communication is a two way process that he knows when to verbalize and when to listen

Instruction

In the instructional field the principal must be competent to:

organize and use the expertise of his staff.

use and stimulate the use of AV equipment.

utilize and be familiar with the theories of learning.

understand the workings of curricular content.

use classroom observations.

be skillful in the use and interpretation of the observation instrument.

facilitate the use of instructional material.

select competent teachers.

detect serious instructional problems.

relate the instructional program to the community.

utilize the resources of the community to improve instruction.

skillfully use the instructional suggestions of the staff.

to establish with other staff members the proper climate for learning.

orient his staff to understand individual differences.

be constantly improving his competencies in the area of instruction.

delegate instructional responsibility.

organize and coordinate staff activities relative to educational change.

select and utilize the appropriate "change models".

articulate the management needs in the negotiating process.

implement the specific terms of negotiated agreements in the overall school program.

know and understand the district's negotiation process and the principal's role in it as well as the implications of negotiated agreements.

Due Process

The principal will need to thoroughly competent in the technical procedures related to:

suspension and expulsion of students.

the constitutional rights of teachers and students while on campus.

the dismissal of school employees.

Evaluation

The principal must be able to:

determine, through every available means, if defined educational goals are being accomplished at an acceptable level.

devise procedures to explore most recent data available for improvement of student measurement practices.

encourage broad-based community, staff, and student involvement in an assessment of the total school program in order to determine if educational expectations are being met.

assess present human and material resources to determine if future needs are attainable.

recognize and delete nonworkable or non-essential educational practices.

recognize the correct time and place to apply positive intervention or initiate suggestions for individual and group faculty professional improvement.

initiate a comprehensive program for group and individual student evaluation.

School Law and District Policies

The principal will need to have an adequate understanding of: federal and state laws and district policy as they apply to his local school.

The principal will need to be knowledgeable of school law as it applies to: budget, due process, attendance, personnel, transportation, school plant management and planning, instructional materials, capital items.

Research

In the research field the principal will need to:

analyze and interpret internal and external pertinent research and test data in order to determine or assess application of said data in his school.

maintain a continuous informational gathering process among students, staff, and community in order to evaluate and plan programs.

assist internal and external data gathering agencies and evaluators in obtaining information relevant to the educational process on his campus.

SUPERVISORS

The supervision group was chaired by Ms. Theresa Howard. The faculty representative was Dr. Raymond Wochner and the recorder for the group was Don Orvis, a graduate student at ASU. Attending this section of the competency seminar were people from Tucson, the University of Northern Arizona and from within the Phoenix area.

This group started with the dittoed copies of educational competencies that Don Orvis had distributed, and as a total group decided on the format that would be followed in our sub-groups. We then broke into our sub-groups with the general areas and defined the molar areas and competencies. Three of our sub-groups were able to do the rating as far as entry, in-service, priority and environment. From our 42 original competencies, we refined them to 37 specific competencies.

The competencies, as identified, are as follows:
The supervisor will need to provide leadership in instruction and curriculum by:

utilizing learning theories

knowing the art of teaching

having skills to gather resources and aids for teachers

understanding the vertical process of education

having familiarity with a variety of evaluation systems for the improvement of instruction

having specific understanding of child development

having a broad educational background to provide leadership in curriculum and instruction

having ability to communicate concepts in a variety of fields

of educational knowledge

having sensitivity and flexibility in human relations skills.

The supervisor will need to provide leadership for in-service and professional growth for staff and ones-self by demonstrating skill:

in self analysis for self improvement

of sensitivity of teacher's needs and competencies - instructional and personal

for developing programs to satisfy teacher's needs (workshops, bulletins, demonstration teaching, etc.)

for implementing programs to satisfy teacher needs

for evaluating programs to satisfy teacher needs

for selecting instructional materials - hard and soft ware

for presenting instructional materials - hard and soft ware

for evaluating instructional materials - hard and soft ware

for communicating programs to Boards, administrators, staff, and community

in the orchestration of co-worker's competencies

in clarifying decisions to those who will carry them out.

The supervisor will need to plan and manage financial aspects of his program by:

adapting the district budget priorities to his program

planning and presenting with adequate justification, requests for money for programs, both current and projected.

The supervisor will need to utilize school personnel in implementing the program and demonstrate leadership skills by:

organizing his program effectively

demonstrating sensitivity to individual needs of staff.

The supervisor will need to interpret the total school program to the community and aid the schools in utilizing community resources in that he must:

be able to communicate with the community

have the skills in public speaking

be able to use teaching aids for group presentations

understand school needs and be able to match community resources to school needs.

The supervisor needs to manage and utilize resources by:

identifying and utilizing available resources within the district

identifying and utilizing available community resources

identifying lacks and gaps in needed materials and resources

organizing relevant reports, surveys, etc., from professional staff.

The supervisor will need to have a working knowledge of research literature, useful for designing and evaluating educational programs supported by:

devising evaluation designs suitable for units of instruction

maintaining a climate that encourages teachers to experiment and develop new programs

interpreting research results to principals and teachers

disseminating results of research to interested persons.

RESEARCH AND DEVELOPMENT

Ray Weinhold, Phoenix Union High School, chaired the research and development work group which was attended by seven research and development people from throughout the state of Arizona. The faculty representatives were Dr. Thomas Metos and Dr. Fred Levan. The recorder for this session was Miles Mackey, graduate assistant in educational administration.

This group started with a general discussion of competencies. Eventually, thirty-four competencies were listed, twenty-seven were rated most important or of the highest importance. Some of these were very detailed, other were very general; but basically they included everything from collecting and analyzing data for research proposals to report writing. They all, however, were connected with research methods.

The next most frequent competency area was communication. There was a consensus that all a research and development man does will come to naught it he can't report his results in an understandable fashion. It was mentioned and included that he has to be able to communicate with people of various educational levels. He has to be able to lower his verbal communication level!

The third most frequent category was in the areas of assessment or monitoring, keeping data over long periods of time to detect trends, anticipating possible patterns and to simply provide a backbone for long range studies.

Personality characteristics was the fourth area; several of the members thought that some people just weren't suited to be researchers. Some of the primary requirements, for example, were

high intelligence in both verbal and mathematical skills. Other personality characteristics included patience and ability to initiate and carry our long-term studies with out being discouraged.

The fifth area was human relations skills. The person will probably be operating in a staff position. He does not have a great deal of authority to insure cooperation so he has to be familiar with the organization and be able to communicate authority.

The in-service aspect was next and involves in-service training for others within the educational community. I would be to advise people in research procedures, familiarize them with research, distribute literature, try to build research appreciation levels and most importantly, gain their cooperation.

A few subject matter areas in which the researcher should be competent were mentioned; the primary ones were, data processing and computers, educational psychology and use of computers. There are certain administrative functions that the researchers should be able to preform, such as filing and tabulating data in an organized manner. Under the heading of organizational knowledge, it was felt that because of his staff postiion, the person with the competency to operate through both the formal and informal organizational structure to insure cooperation is highly desired.

And finally, there was one mention of professional competency. In order for in-service training to be effective, the individual should participate in the professional organizations.

Consequently, the following competencies were developed as

imperative. The R & D staff person must be competent to:

1. interpret state and Federal laws and regulations - especially in the development of statistical reports.
2. generate research implications which are anticipation and conclusion based.
3. translate and communicate with logic and clarity the information in terminology understandable to the audience addressed.
4. interpret research findings and implications to non-research oriented school personnel in understandable language for the improvement of instruction.
5. actively participate in professional organizations in research, development and educational areas, as well as contributing to the literature of the field.
6. organize and maintain files of relevant data which are required for district reports to governmental agencies and the local community.
7. limit investigations in terms of the phenomenom of diminishing returns, i.e., to carry-out studies referable to a cost-benefit criterion.
8. supply appropriate data on specific problematical requests and supply these data within imposed parameters with respect to time and topic.
9. manage, supervise, or coordinate the storage, retrieval, and summarization of large amounts of data which may or may not be of varied types.
10. remain objective and non-commital during the research process, as well as in report writing.

11. deal with abstractions, symbols, etc. in an imaginative way and handle or cope with the tedium of detail.
12. serve the educational staff in giving priorities to educational allocations.
13. present and defend the outputs of the research and/or development activities in a credible manner, and in a manner which will evoke trust and hopefully some understanding from the lay community.
14. relate well with other administrators and recognize human differences.
15. maintain effective liason with all segments of the educational community in his role as a staff person.

HIGHER EDUCATION

The chairman was Norbert Bruemmer of Maricopa Technical College. The faculty representatives were Dr. Stout and Dr. Bogart. The recorder was Don Udell. There were fifteen participants in this workshop group.

Our first step was that of the chairman, Mr. Bruemmer, discussing McCleary's model regarding the competencies needed by higher education administrators. Dr. Bogart discussed a book that contained the duties and responsibilities of administrators in higher education. After these two presentations, Keith West suggested that there is a real deficit in the identification of competencies in the community colleges. He said that higher education administrators are dealing with a different type of student and he pointed out some very interesting problems so far as community college administrators were concerned.

Our next major area of discussion was an article in the January 1973 Phi Delta Kappa on the competencies of the school administrator written by Warren E. Dedricks. There were six domains in this article. The first was initiating and responding to change, developing ones own framework for initiating and receiving proposals for change. The second domain was decision making. The third included support for instruction and learning. The fourth was human relations and morale. The fifth implemented evaluating school processes and products. And the sixth was responding to problem situations. So these areas were discussed and through these we began writing our molar statements which were to be used later in our seminar.

We believe that we did identify many competencies. We were able to construct molar statements that really described the objectives or duties of the administrator in higher education. The overall molar statement that was used was that the administrator of higher education must select top notch people. He must be competent in the proper selection, assignment, and evaluation of his staff. In the selection phase, the administrator must be competent in areas of communication, techniques to ferret out the desired competencies of the interviewee and be sensitive to what the individual is trying to say.

Consequently, the following competencies were developed. The administrator of Higher Education shall be competent in:

setting personal objectives, keeping them in sight and continually evaluating himself.

knowing himself, knowing his strengths and weaknesses and as a consequence, designing his staff accordingly.

the working knowledge of the theories of administration and understanding to some degree: Data Processing, Budgeting and Accounting, Economics, Political Science, Law and Human Relations.

understanding the needs and aspirations of the community.

being aware of the educational needs and abilities of the students.

The competent administrator of higher education:

must have the ability to motivate those around him to their optimum growth potential.

must coordinate within his institution and among institutions.

must evaluate instructional programs, auxiliary programs, and personnel.

must understand how the role of local, state, and national government affects higher education.

must establish institutional philosophy and objectives, as well as implement board policy.

must make good decision and accept the responsibility for them.

must initiate and respond to change and develop his own framework for initiating and receiving proposals for change.

must demonstrate a suitably "open mind", and be able to review new ideas and information without threat or discomfort and to deal with them with relative objectivity.

must posses the following communication skills: speaking ability, writing, good listener, organized in his presentations and polished in non-verbal communication.

must be able to identify potential and real problems, and work with available resources in an attempt at realistic solutions.

must identify the power structure within the surrounding community.

must develop lines for the dissemination of information and evaluation data.

must develop accurate dynamic job descriptions.

must be able to withstand confrontation and accept criticism.

must be able and willing to delegate responsibility and authority; he must have confidence in the professional ability of his staff.

SCHOOL BOARD MEMBERS

The School Board Member's work group met under the guidance of Dr. Robert Ashe who served as faculty representative for the committee in the absence of Ms. Carolyn Warner designated chairperson who was unable to serve. Ray Peterson, graduate student at ASU, served as recorder. In attendance were six school board members from throughout the area representing Creighton, Wilson Glendale, Madison, Phoenix Union No.1, and Apache Junction High School. This group met with the express purpose of developing competencies to better perform their role as school board members. The group felt that school board member's competencies would be close to those of the superintendent since the board members were ultimatley responsible for the administration of the school district. Another support of this logic is that the superintendent, of course, is appointed as their representative to administer the school.

After lengthy discussion, however, there were several competencies that they felt Arizona school board members should have. These competencies were as follows:

1. to interpret the community's attitudue on an issue and assess the needs of the community.
2. interpreting and understanding facts, programs, techniques, and methods as to their value in the educational system.

3. in their understanding of business administration and accounting procedures.
4. to be empathetic and understanding of fellow board members.
5. in keeping personal feelings out of the decision making process and basing the decision on the good of the school and the students.
6. in parliamentary procedure, making sure that meetings are run correctly and that the same techniques and rules are closely followed for every meeting and decision.
7. in their understanding of law, finance, state statutes, federal, state and local programs that relate to and/or involve the local school district.
8. in their understanding of research reports concerning population, facilities, and taxation and how subjects of the reports relate to the future of their school district.
9. to understand and/or interpret the responsibilities and functions of the school personnel within their school district.
10. in understanding, interpreting, and expressing the policies, goals and objectives of the district in order to appease the citizens and support the personnel within their district.
11. in understanding contract negotiations and bargaining processes which are becoming a significant aspect of the educational process in Arizona.

12. in understanding the financial functions of the community and the impact of school expenditures upon that community.

13. in interpretation of federal programs which are conducted in the schools as related to the value, merit and need of federal programs within the schools.

The School Board members felt that in-service training would be a predominant role in their understanding and continued strengthening of the competencies identified. It was their feeling that those people who were elected to the board frequently, but not always, have some of those competencies at the time of their election. They felt that people who were interested in school board activities were those who had some inherent competencies. Consequently, in-service training could easily provice the attitude, understanding, and knowledge necessary for competent school board members.

SUMMARY OF SEMINAR

BY

DR. GREENWOOD

SUMMARY OF GROUP ACTIVITIES

By Dr. Edward Greenwood

Let me start off by stating something that may at first seem not related to our responsibilities, but I think it will as I express it; the concept of polarity -- bad kids, good kids; we have a good day, we have a bad day; we buy a good car, we get stuck with a bad car. Our whole society is based on an interpretation of polarity, and I think with the word competency there must be the opposite -- incompetency.

When a person is incompetent from the point of view of psychiatric understanding, that person cannot make decisions and that person in turn may need hospitalization. So the concept of polarity, I think, is something we must be constantly looking at -- in any given classroom. To use a bell curve to explain this you have those at the top and those at the bottom. If you happen to be tall you may be the tallest in the class; if you are short you may be the shortest. This is polarity. If you happen to be broad (I like this term better than fat), your opposites are the thin people. All of these kinds of polar opposites are a part of our way of life. And we must recognize this.

I think in a conference of this kind it might have been interesting and helpful to have had all the people who came here write down their expectations of the conference before it began. What did you come here expecting to happen? What did you learn from the brochure and from the statements made to you as to what would go on? And now, at the end of the conference, ask you to

write again your expectations in light of your exposure to the group's discussions and the comments made by several people. I think this would add a great deal to working knowledge in how to interpret the experience one has at a conference.

I am sure that some people go to a conference and they have a determination -- I know what I know and anything new cannot be very good because it might interfere with my concept of what I want to do. That person going to a conference probably has on gratification; he is away from home, and outside of that it may not be too meaningful. So the whole question of why we go to conferences and what are our expectations is very important. Another point is, what do you put into the conference? What investment do you make? What thinking do you do about it? How do you respond when somebody says something you don't like? Do you say, "Oh well, he is a dummy" or "He is kind of a kook -- he reads too much"? Or "Well, he does not know our scene; he has not lived here in Arizona"? There are so many way to try to put people down. These "putting-down" terms are very common for people to use. But if you look more carefully you don't get very much out of a conference unless you put a hell of a lot into it. Putting into it requires your investment; how you respond to the question raised. How do you react to what somebody says? You may dislike it, and you have a perfect right to. If there is anything any of us said that you all agree with, we failed completely. It is a terrible mistake, and you should not have had us up here at all. Then there is the question of anxiety. As Floyd has said of anxiety, "Anxieties are necessary essentials for change." The only time anxieties are troublesome is when they actually incapacitate you. We all have anxiety states, the only time it becomes a psychiatric

problem is when you cannot function, when you need additional outside help or medication and so on. Anxieties are always with us. You want to follow the history of a kid through school. The day he enters kindergarten it is an anxious experience for him; he suddenly finds himself with many kids he has never seen before, there's a woman up front that he knows is not mother and he has got to learn to manipulate this woman as well as he learned to manipulate mother, and so on. Entry into Junior High School is another anxiety provoking experience. He goes to a larger school, and new kids enter into it. By the time he left the sixth grade, he was the key to the situation. After entering Junior High he is at the bottom; he has to work his way up. The same thing happens when he goes into high school, and again when he begins college. But in each area the increase in anxiety is part of our growth process.

I hope that the anxiety that has been created in this conference will not die, that it will continue to irritate you, and that you will continue to re-examine the things you are doing, that you will look at competencies from additional angles and examine your contribution in helping other people to become competent. This is the kind of thing that is necessary, because if a competency begins and ends at certain days, it is not a competency -- that's a kind of a holiday. It needs to be more than that.

The other point is that of angry aggressive comments. I thought those aggressive comments were constructive comments rather than destructive. Again, I think we all recognize that

aggression is part of our society. Aggression is a constructive experience, if used properly. It is an undesirable experience if it is used to destroy somebody. Putting somebody down because you want to get up is sometimes a very dangerous experience; someday you will be in the same position. Therefore, aggressiveness should be incorporated and converted to something creative. I am angered because he said these things. I have a job of saying I can forget the damn thing; I can deny that I ever heard it. Or I can say, what made me angry? He said something in a way I haven't heard before, something that is an obvious cliche' or something that in a way attacked my basic social values. He was destructive of the things I hold very dear to me, or he happened to use a four letter word that I am not accustomed to. Well, he could not be a very important person; he could not have anything too constructive because he does not have the vocabulary that I have. He just has a dirty vocabulary. These are the kinds of things one becomes aware of in conferences and other meetings.

Finally, there is the whole question of what will happen as a result of what is going on. I hope that the meaning of competency and the meaning of the word molar will become part of your vocabulary. Also, one has to recognize that all vocabularies are live experiences. Any vocabulary that has been once established and five years later still continues the same words with no additions or deletions, that vocabulary dies. Therefore, it is important to expand our horizons by hearing new concepts, hearing old concepts said in a different way and then interpolating them for your own use.

THE ROLE OF THE UNIVERSITY

THE CHALLENGE OF COMPETENCY-BASED TEACHER EDUCATION

DR. DEL WEBER

DEAN

COLLEGE OF EDUCATION

ARIZONA STATE UNIVERSITY

THE CHALLENGE OF COMPETENCY-BASED TEACHER EDUCATION

It is a pleasure to be with you this noon to talk about the competency approach and the challenge which it presents to the College of Education. When Harold Moore asked me to speak this noon, I had to admit to some reluctance. My reaction was something like: "Why should I speak when you have the highpowered kind of persons who I know will speak to the participants. In his characteristically frank way, Dr. Moore replied: "Because that's what you're paid for." Now I hadn't thought of my responsibilities in quite that way. My joy of knowing what at least one person expected of me, however, accompanied by the guilt feelings of taking money unfairly from the University should I decline, made the decision to speak here actually quite easy.

We are discussing a very powerful idea -- one which has the capability of revolutionizing teacher education. So I do appreciate the opportunity to be here.

There have been few other educational ideas during the past several decades which have burst upon the educational scene with the speed and force of the competency based approach to teacher education. It was not referenced in the Educational Index prior to 1970. Its root source, accountability, as applied to education was virtually unheard of ten years ago. Today it is the most frequent topic of conversation among educators. Some view it as our salvation. Others see it as the surest kind of folly.

While it is difficult to trace all the origins of this movement, certain factors appear to have given it force:

1. Productivity Squeeze. Inflation, high governmental expenditures and high taxes, particularly increased school taxes, coupled with an increasing percentage of the nation's employment in knowledge jobs, have led to demands for increased productivity and for the measurement of productivity in areas traditionally left untouched. Peter Drucker notes this well when he says:

"The bulk of tomorrow's employment will be in service trades, knowledge jobs --in health care, teaching, government, management, research and the

like. And no one knows much about the productivity of knowledge work, let alone how to improve it... We have yet to learn what productivity really means in any other kind of work, other than manual.

The cost squeeze of today on governments, schools and business is really a productivity squeeze."[1]

2) The Nagging Problems of Illiteracy. Illiteracy rates remain too high in this country. At a time when literacy is considered essential in obtaining productive work, we are bombarded with figures which indicate that a disturbing number of our youth fail to meet the educational requirements for induction into the Armed Services. Unemployment programs run by the government have found in too many cases that their enrollees lack basic literacy, and parents from minority groups are disturbed because their youngsters are not showing adequate progress in school.

3) The Development of System Analysis Procedures. In the 1950's people like Charles Hitch, Robert McNamara and organizations such as the Rand Corporation and the Defense Department established systems analysis procedures which enabled increased production at decreased costs. Although Charles Hitch, who was instrumental in these new techniques, has admitted that they are much more difficult to apply to educational enterprises, the feeling persists that educational systems nevertheless must become more management-oriented than they now are.

There are other factors -- the erosion of the teacher shortage leading to more attention to candidate quality and continuing education; the accumulation of research purporting to demonstrate the relative impotence of the traditional classroom teacher in facilitating learning; and the increasing complexity of learning and teaching environments in schooling.

---

[1] Peter Drucker, "The Surprising Seventies," Harpers, July, 1971, p. 39.

The above are not all inclusive, but they all are important factors in the movement. As I have indicated, not all within the profession are in agreement with regard to this concept. The feelings on the matter run very deep, and much of the critical comment is characterized by the following dialogue:

1) "Effective teacher education must concentrate its efforts upon meanings, rather than behavior. Behavior is only a symptom. The causes of the behavior lie in perceptions and beliefs... It is conceivable that requiring a teacher education program to define precisely the behaviors it hopes to produce may be the surest way to destroy the effectiveness of its products by concentrating everyone's attention on the wrong dynamics. The crucial question for teacher education is not which behavior, but how to bring about appropriate shifts in perception."[2]

2) Teaching is both art and science but more of the former than the latter. Performance based programs will tend to emphasize that which is easily measurable, ignoring the affective, the feelings, the emotions, critical thinking, the use of imagination, warm feeling toward peers, and flexibility of teacher behavior.

3) Teaching is more than the sum of all the parts. There is much in the making of a great teacher which is not easily measurable and not immediately observable. It is possible to identify all the competencies of which we are capable and still not capture the essence of what teaching is all about.

4) Measurement techniques are simply inadequate. The quest for learning, the attitude of inquiry, the love of truth and beauth, the questioning mind -- all resist precise measurement.

5) Teachers and administrators are the only persons to whom the concept is being addressed. Why isn't more attention being directed to other officials, parents and students to hold <u>them</u> fully accountable.

I must admit that I share some of the concerns of public school personnel and my colleagues on the University campus. Yet I am convinced that this is an

---

[2] Combs, Arthur, "Some Basic Concepts of Teacher Education," Journal of Teacher Education, XXIII, Fall 1972.

idea which will not disappear from the educational scene. The reality of today's world will not permit a return to the former days, and although the idea presently confronting us may take a different form ten years from now, we can rest assured that it will survive in one form or another. Increasingly, people are demanding to know what their children are learning, how they are learning and why they are being taught whatever they are being taught -- and it will affect us all. Of course, we know that schools have always been accountable. The difference today is that accountability is tied up increasingly with politics and economics; it is more formal in its demands and more demanding in its measurement.

Since accountability rests upon performance measurement, there is a natural linkage between that accountability and the training of teachers through competency approaches. Now, there are several approaches that colleges of education could take to this major new wave of educational reform. We could adopt a wait-and-see stand. After all, the whole thing could be just a very bad dream. This approach would be accompanied by defensive posturing aimed at determining all the reasons why nothing can be done in this arena. We could take a very offensive approach in defending ourselves vigorously against our critics, or we could jump on the bandwagon in a totally undisciplined fashion. None of these, in my estimation, would be the correct choice. With regard to the first stance, there is too much evidence that this idea will not go away. With the second, I am fearful that in too vigorously defending ourselves against our critics, we will produce too little change in our institutions. With the third, the University abdicates its traditional role of critic. What we do need to do in my judgment is to systematically and fully explore the meaning, value and implication of the concept and integrate into our program, as rapidly as possible, those elements which can contribute to a high quality program. In this process we need not re-invent the wheel. Much has been done elsewhere. Neither should we be caught in a slavish imitation and deadening conformity to a "movement" totally defined by others. If we can do this, we should

not fear the movement but welcome it. We can turn competency based teacher education to our advantage by specifying in clearer terms what the prospective teacher or administrator is to become. By stipulating our goals and objectives and describing them explicitly in observable terms, the evaluation of a student's progress or of the program's viability can be made much easier. The process would remove one of our greatest vulnerabilities and would allow us to change our stance by meeting criticism where it is justified and answering it soundly and vigorously where it is not justified.

Adoption of this approach, like other opportunities, is not without its difficulties. How successful we can be will be dependent upon how well we are able to deal with some of the crucial questions:

1) Will we use the competency approach or will it use us? I am afraid there is prevalent feeling that competency based instruction is the end all, the panacea, the goal of instruction. Of course it is not, and you all know that. The problem is making this clear to all of our constituencies. It is merely a tool. As Fred Daniel has said:

> "Competency based teacher education doesn't guarantee that a teacher is competent, it just makes it easier to tell."[3]

2) Can we recognize the education of a teacher is an exceedingly difficult enterprise and the application of competency approaches to that education is itself overwhelmingly complex. "A century ago the Swiss historian Jacob Burkhart foresaw that ours would be the age of "the great simplifiers" and that the essence of tyranny was the denial of complexity. He was right. This is the single greatest temptation of the time. It is the great corrupter and must be resisted with purpose and energy."[4] Can we avoid the establishment of programs which specify only those competencies which can be easily identified, measured and administered? Can we

---

[3] Andrews, Theodore E. "Summary of Performance Based Teacher Education in Nine States of Multi-State Consortium," Mimeographed Paper, p. 1.

[4] Leon Lessinger & Ralph W. Tyler, Eds. Accountability in Education (Worthington, Ohio, Charles Jones Publishers, p. 62)

recognize that there still remains a large amount of artistry to teaching and administering and that the things which lend themselves to this artistry are not easily programmed nor measured? Here I refer to such things as sensitivity, feeling, love, flexibility in behavior, courage -- the important objectives of personality development, creativity and socialization. Can we sculpture out those things which we can deal with precisely while recognizing the importance of those we can't? Unless we can, we stand in the very real danger of accounting for the training of a teacher only in the cognitive outcomes area.

3) Can we avoid the use of accountability and its measurement companion, performance, as a basis for demands by various pressure groups to give inordinate amounts of attention to any particular component of the training program? Given limited resources, it is possible that teacher preparation could be pushed, in the guise of accountability and performance, to misplacing its emphasis on certain areas of training to the neglect of others. This would be tragic, for the accountability of the profession to the neglected areas will not cease, and when the neglected areas are handled badly, that area will once again become the new problem. Under these conditions, reasonable program planning will become difficult, if not impossible.

4) Can we establish the meaningful linkages between the Colleges and the profession at large to do the job that needs to be done? Without such linkage <u>some things</u> can be done. With it, <u>much</u> can be done.

Central to making judgments about those factors which give meaning to a performance based program is a clear delineation of what it is that we wish to assess. Such determinations will require heavy involvement from the public school sector working collaboratively with the College of Education. After the competencies have been determined we will need to assess whether or not the competencies have been attained. But judgment of competence occurs within some context. A person is not simply competent or incompetent, they are so judged within a context. Hopefully, that context will be geared more and more to the public schools. We will need your help in this area, and we will need your help as we review our programs and

identify the problems and issues.

It is my hope that we can work closely together as all of us begin to think about these new developments. As for the College, we will be looking at ways to move in this area, and we hope you will be too -- all -- for the objective of a better profession. If you have any ideas how we might work closely together in some consortion type of arrangement to meet your objectives, as well as ours, I would appreciate hearing from you. My judgment is that this approach can open up new avenues for us to work closely together if only we can respond creatively.

These, then, are some -- certainly not all -- of the challenges of competency approaches to the College of Education. Let me conclude by suggesting that the challenge is best summed up by Dennis Gooler when he writes:

> "Accountability may force us to examine our goals and our methods of achieving those goals. But accountability may force us to pursue goals most easily attained or most easily stated. Accountability may force a kind of naive simplicity on a complex phenomenon.
>
> "Accountability may enable us to show what we do with our dollars - or
>
> "Accountability may force us to use our dollars in ways that we do not deem desirable.
>
> "Accountability may, for the first time, let us really see what we are doing - or
>
> "Accountability may deceive us by making us think we are doing well when we are not.
>
> "Accountability may force us to refine our techniques for measuring and judging what we do.
>
> "Accountability may force us to depend only on those things which we can now measure.
>
> "Accountability may work for us.
>
> "We may work for accountability."[5]

Substitute the word competency based programs where Dr. Gooler has used the word "accountability" and you have a very succint statement of the challenge facing the College of Education.

---

[5] Gooler, Dennis D. "Some Uneasy Inquiries into Accountability" in Accountability in Education, Lessinger & Tyler, Eds. Worthington, Ohio: Charles Jones Publishing Co.

I am convinced that these challenges can be turned into opportunities toward restoring confidence in our schools and colleges. If they can do that, they are well worth our efforts. I hope you will agree.

THE TASK OF UNIVERSITIES AND PROFESSIONAL GROUPS IN ACHIEVING ADMINISTRATIVE COMPETENCY

DR. JACK CULBERTSON
EXECUTIVE DIRECTOR
UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION
CLUMBUS, OHIO

The Task of Universities and Professional Groups
in Achieving Administrative Competency

Thank you, very much, Mr. Chairman, platform guests, ladies and gentlemen. When Harold, our chairman, in introducing me mentioned the phrase about "going through the chairs" I thought about my first post in education which was a few decades ago! This post was back in Southwest Virginia where I was principal of a two-room school -- after having achieved what was then called a normal professional certificate in education. The second day I was on the job a contingent of parents came and they said "Would you be willing to teach another grade?" I was already teaching the 4th, 5th, 6th, and 7th grades and they wanted me to teach an eighth grade. They pleaded with me: "Our students can't get to high school -- it is fifteen miles away and we would really like to see them have a chance to learn some more. Would you teach this 8th grade class; you can do it at recess, or after school, or at any time you want to, but we'd like to see you teach it." So, being young and eager, I decided to take on the class and four enrolled. One was fourteen, one was fifteen, one was sixteen, one was seventeen, and I was eighteen! That was my first brush with the subject of this conference, "competence in education." I learned quite a bit about competence and incompetence that first year.

Having observed what seems to have been an ambitious agenda for the last few days a story that some of you may have heard about the late and great Sir Winston Churchill may be worth recounting. Shortly before he retired from some of his major duties in Great Britain, Sir Winston was scheduled to speak to a ladies organization in London. The lady introducing him at the meeting went on at great length about his contributions to England, to the Empire, and even to civilization itself. And she remarked rather

facetiously near the end of her introduction: "Sir Winston, you have been able to make your great contributions while imbibing great quantities of brandy. If all the brandy you had imbibed were poured into this great hall it would likely reach half-way from the floor to the ceiling." Sir Winston rose to his feet, looked with a measured eye from the floor to a point half-way to the ceiling and said, "There's so little time and so much to do." Am I correct that you have had a similar thought at times during the past few days? At the same time, you must feel positively as I do about the papers read and the work that has been accomplished here.

My subject is the task of universities and other groups in achieving a competency approach to administrator education. The subject presumes, of course, that we have made progress here but there is still work to be done. We have, in other words, raised many issues but have not fully resolved them. Before addressing the subject specifically I would like to make a general point which has significance for our discussion. The general point arises from certain studies which we have been making within the University Council for Educational Administration bearing upon the future. More specifically, we have selected a number of areas for study that relate to the environment of 1974-79 and we are now in the process of planning a program for that period. One aspect of the environment which we are looking at has to do with the relationships between the national training capability in educational administration as measured in terms of the numbers of programs and the number of institutions engaged in preparing educational administrators and the demand for trained administrators, particularly in the 1970's. First, let me illustrate with a few charts the large national training capability in educational administration and its growth. These charts, which are selected from a number developed recently,

depict the rapidly expanding national training capability of the last three decades and project a continuing growth for the seventies.[1] The first chart shows growth with regard to the specialist program. The number of these programs in 1970 was 20 times what it was in 1940. Of course, as you remember, the specialist or two-year program only came into being in the late '30's after Ph.D.'s and Ed.D's and Masters degrees were well established. You may be interested to know that in 1970-72 there were 17 new specialist programs added, and 23 were projected to come into being during the period 1972-74, according to the questionnaire data obtained.

The second chart depicts growth in Ed.D. programs. As you will see again, a substantial growth in the national training capability -- more than a doubling of Ed.D programs -- took place during the 1940-70 period and more growth is projected for this degree. The Ph.D. grew less rapidly but, even at that, we now have in the country approximately 130 institutions offering doctoral programs in educational administration, some of them offering Ed.D. only, some the Ph.D. only, and some both programs. I could show you information on growth in master's programs but perhaps enough has been said already to indicate that we have had very substantial growth in the national training capability and that there are forces at work which are causing continuing growth. We believe, in other words, that even with a slowing of the growth later in the decade, there will be a greater national training capability in 1980 than there was in 1970.

Now let us look at some information on the other side -- the demand for newly trained administrators. Principals, for example, constitute the largest administrator

---

[1]See Jack Culbertson. "Alternative Strategies of Program Adaptation Within the Future Time Frame of the Seventies." in Samuel Popper (Ed). Imaging Alternative Future School Organizations. (In progress).

population. However, Chart III shows that the growth in the number of principalship positions, which was marked in the fifties and sixties, will reflect a different pattern in the seventies. In brief, the number of principals grew about 50 per cent in the 1950's, a little more than 50 per cent in the 1960's, but in 1980 we will have fewer principals of schools than we had in 1970. Now if we deduce the implications of this pattern for those training educational administrators, we conclude that in the face of a continuously growing national training capability there will be a diminishing demand for newly prepared principals and other administrators, largely as a result of diminishing enrollments in the school. I just came from California, for example, and I noted in the papers that they had 43,000 fewer pupils in public schools there this year than last, and 33,000 fewer last year than the preceding year. The special distribution of ages among school populations, the changing size of families, among other reasons, have brought about this unprecedented condition.

In thinking about what I call a discrepancy between national training capability and national demand, I have projected ten differing adaptations that universities can consider for meeting the problem. The most obvious adaptation and the one that is already underway is to put more training resources into the continuing education of educational administrators and less into resident, pre-service programs. This adaptation would recognize that we have had tremendous training output during the last two decades[2], that institutions of higher education by and large have only partially responded to the challenge of continuing education, and that school systems themselves have not responded significantly to the problem. This adaptation is already underway over the nation. Some

[2]There are approximately 150,000 educational administrators in posts of practice in this country.

universities, for example, are employing professors to spend full time on the continuing education of school administrators while others are adapting the externship and other approaches to the continuing education of administrators.

Now what does the discrepancy between national capability and demand mean in terms of our deliberations here? I think it has several implications which I would like to make explicit. First, it should lead to closer relationships between school systems and institutions of higher education because of the need to make more systematic decisions about training needs and demands. As already indicated, it will make for a greater emphasis upon in-service education as less resources are allocated into pre-service education programs. These conditions bring us to another implication; namely, as in-service education evolves and new relationships between school systems and institutions of higher education develop, there will be more of a practice orientation and more of an emphasis upon using competencies in the design of continuing education experiences for school leaders. Thus, we can conclude that it is important for groups such as this one to address in more rational and more systematic ways issues such as those raised at this meeting; further, the educational profession itself should make a substantial effort to come to grips and to resolve important issues before us.

Now, what are some of the tasks ahead? In addressing this question I am assuming that all of us here are going out into somewhat different settings, that issues might be viewed differently, let us say, in school system X than in school system Y, and that there will likely be different relationships between some institutions of higher education and school systems in this state than in others. There will, in other words, be considerable diversity in task performance involving the expression of administrator competency in

different settings. One other question deserves notice: namely, what does the phrase "other professional groups" mean? I read into the term leader groups in school systems, state administrator associations, state education agencies, and related organizations. Parenthetically, I might add that we will need to go beyond professional groups and involve citizens in solving many of the problems discussed at this meeting.

The first task in the competency approach, it seems to me, is to clarify some significant strategy questions and I want to mention a few of these. One of the strategy questions has to do with whether or not you want to approach the problem of competency definition and the acquisition of data about competencies more in terms of an inductive approach or a deductive approach. I judge we have been approaching it inductively here. We have, in other words, been generalizing from a lot of specific experience gained from specific situations from which all of us have come. Out of the many specific situations and experiences of individuals, who are intimately familiar with practice, we have begun at this conference to evolve generalizations about competencies. Another strategy, which we have not used here, might be called deductive. It involves the addressing and defining of the objectives of school systems or, if you will, the purposes or needs that school systems should serve. From a statement of objectives or purposes of school systems, objectives which administrators should perform can be deduced and, from these objectives, the competencies they will need to perform them. The question of whether one should use an inductive or deductive approach to defining competencies is one task to be resolved then by groups initiating work in the area and I think it is well to make it explicit. Either approach is defensible, in my judgment, under certain conditions and in the long range, the profession will need to use both approaches as it continues to define and refine competencies.

Another question is whether or not when we define competencies we should be oriented more toward the present or toward the future. Do we want to define competencies that are present oriented only, to define competencies largely within a future time frame, or is some combination of these two desirable? In a paper entitled "Preparing the Organization for Effective Response," Alan K. Gaynor has dealt with a set of competencies labeled "Preparing a Sense of the Future."[3] One objective of the principal, according to Gaynor, is to build a vision for the future. This involves competencies associated more with the future than the present. I would suggest that the future not be forgotten as we think of competencies. Related to the issue of a future or present orientation, of course, is the view that competence can be defined related to the maintenance of a system or it can be defined vis-a-vis change or innovation in a system. Finally, competence can be defined more in relation to an individual in a system or more in relation to a system made up of individuals. A major first task is to clarify such issues.

Related to the task of resolving strategic issues is the major challenge of understanding and clarifying the purposes of the competency based approach. There are at least three outcomes that can be achieved through the competency approach. It would seem important to be clear about whether one seeks only one of the outcomes, two of the outcomes, or all of the outcomes. The outcomes may be briefly labeled as a diagnostic system, an evaluation system, or an accountability system. In recent months a number of professors from UCEA universities have been working with leaders in the Atlanta Public School System to define objectives of principal behavior and to develop instruments that

[3]Alan K. Gaynor. "Preparing the Organization for Effective Response," in Jack Culbertson, Curtis Henson, and Ruel Morrison. Performance Criteria for Principals: Concepts and Instruments. Columbus, Ohio: Charles Jones Publishing Co. (In Press).

can be used to acquire information on behavior related to defined objectives. The basic purpose of this effort is diagnosis. The information gained, in other words, will be used to diagnose the behavior of principals and then to design continuing education experiences for the principals involved. Thus, the output of this approach to performance or competency is that of human or staff development. It is a very humane kind of purpose. And it is a purpose that is concerned intimately with the growth of staff and with their becoming more effective in achieving objectives in situations where they find themselves.

A second possible outcome of the competency approach is for the evaluation of personnel. As you know, there is an increasing interest in evaluation of principals and other administrators as leaders talk about management evaluation systems for schools. Such talk suggests that competencies can be defined in ways that make it possible for data to be gathered on behavior for evaluative purposes. In turn, the evaluation of personnel can be tied to decisions about promotion, transfer, salary, or other matters. This purpose clearly is quite different from that of staff development.

A third use of the competency based approach is for accountability purposes. As you are aware, communities are increasingly concerned with what the schools are doing, why they are doing it, how well they are doing it, what they ought to be doing that they are not doing, and related questions having to do with accountability. A competency based approach can be used by school systems to generate data for use in giving accounts to multiple publics at the local or state level about the objectives of the school system, about what the leaders are doing with regard to these objectives and what the general competence of the system is with regard to the objectives. This is particularly true for systems that use a deductive approach to defining competencies. In sum, then, there are quite different purposes for developing and using the competency based approach with personnel. An

important task is to clarify the purposes being sought. The outcomes may be staff development, evaluative decisions pertinent to promotion, transfer, salary, and so forth, or accounts on what the school system is doing with regard to certain objectives and its general competence in achieving stated objectives.

There tends to be anxiety in situations where purposes are not articulated clearly. This is especially true in school systems or universities initiating the competency approach. This provides another reason for making clear what is involved in the approach.

Another task has to do with the creation of structures, arrangements, or organizations, if you will, to achieve purpose. There are already several kinds of organizations that are being created to address in-service education and related issues. I was in a university a couple of days ago, for example, where professors were talking about the concept of an extended university involving new relationships between university and school system personnel. These new relationships would facilitate the development of arrangements for approaching the definition and use of the competency approach.

Another in-service idea in which there is increasing interest is the externship. The externship, as you may know, was created about a dozen years ago at Michigan State University. It too is an extension of the university since university personnel go to the field to offer learning experiences for administrators. Professors work on the weekends with administrators on problems of interest to them. As Harold Moore was talking about teams this morning and as the teams from different school systems were introduced last night, it occurred to me that there could be new arrangements created between this university and some of these teams, or between other universities in the state and some of these teams. In such arrangements, the concept of the extended university could play an important role in helping achieve purposes needing to be addressed.

The question of creating new arrangements for using the competency approach in school systems, as complex as it is, and as important as it is, cannot be addressed without allocating personnel time to it. The same thing would apply with regard to the pre-service question and the definition of competencies on the university campuses. Teams involving both university and school system personnel would be required in both settings and for both purposes and teams would need time to perform tasks such as those we have been discussing.

The big task, of course, is to be able to move from rhetoric and words into substantive achievement in real situations. I would encourage you, as soon as you can, to confront that task and to create situations where you can address issues not in the abstract but in the concrete. You now have plenty of concepts and while these concepts may need a lot of ordering and further definition, it is important that developmental teams be created to move from words to action. This makes the creation of new structures an important imperative. Such structures will need to be developed, some in school systems and some in universities where cooperative arrangements clearly will be needed bridging universities and school systems.

As concepts and instruments are tested you will need to change and improve them. depending upon the setting, the purposes, and the competencies which you judge to be most important. At the same time, as instruments and concepts are tested in new structures and as developmental experience are gained in these structures there can be tests in other settings and results can be disseminated more widely. Of all the tasks mentioned the most critical one is to develop and test competencies that can be disseminated for wider use. By way of general summary, then, there are several important tasks to be faced by those

planning to develop and use competency based approaches in school systems or universities. One of these is to clarify significant strategy questions. Here I mentioned the need to address strategic issues bearing upon inductive or deductive approaches to competence definition; whether competencies should be more future or present oriented; more directed at maintenance or change; and more focused upon the individual or system. I indicated there were three very important but quite different outcomes of competency based systems and that it was very important for those considering competency approaches to be clear about the outcome(s) they were seeking. The three outcomes mentioned were: a system that would foster staff development; a system for the evaluation of personnel; and a system for facilitating the meeting of accountability demands to various publics. I encourage you immediately to focus upon the staff development outcome. Unless we can solve problems basic to staff development through the competency approach, it will be difficult, over the long range, to achieve other outcomes associated with evaluation and accountability.

We said that in order to pursue chosen objectives it will be necessary to create new structures. We mentioned the extended university concept and the externship as examples of special relationships between school systems and universities that could facilitate the creation of new structures to achieve competency based approaches. The most important and critical task, we noted, is to move from rhetoric and abstract ideas into substantive kinds of achievement; we urged that you seek to do this soon, and that you achieve a reality base for testing ideas and for learning from experience. Finally, we indicated that it was important to disseminate results achieved in new structures as soon as they prove to be valid and useful in other settings.

We will be very much interested in your achievements and the progress you make. There will be others over the country who will be similarly interested. We will want to tell others about your accomplishments because the problem you are addressing is not a local or state problem but a national, if not an international one. I thank you for inviting me to participate with you. I enjoyed the chance to visit with you, to interact with you, and I wish you the very best as you pursue the tasks that we have discussed.

***

CHART 1

ACTUAL AND PROJECTED GROWTH IN SPECIALIST PROGRAMS: 1940-80

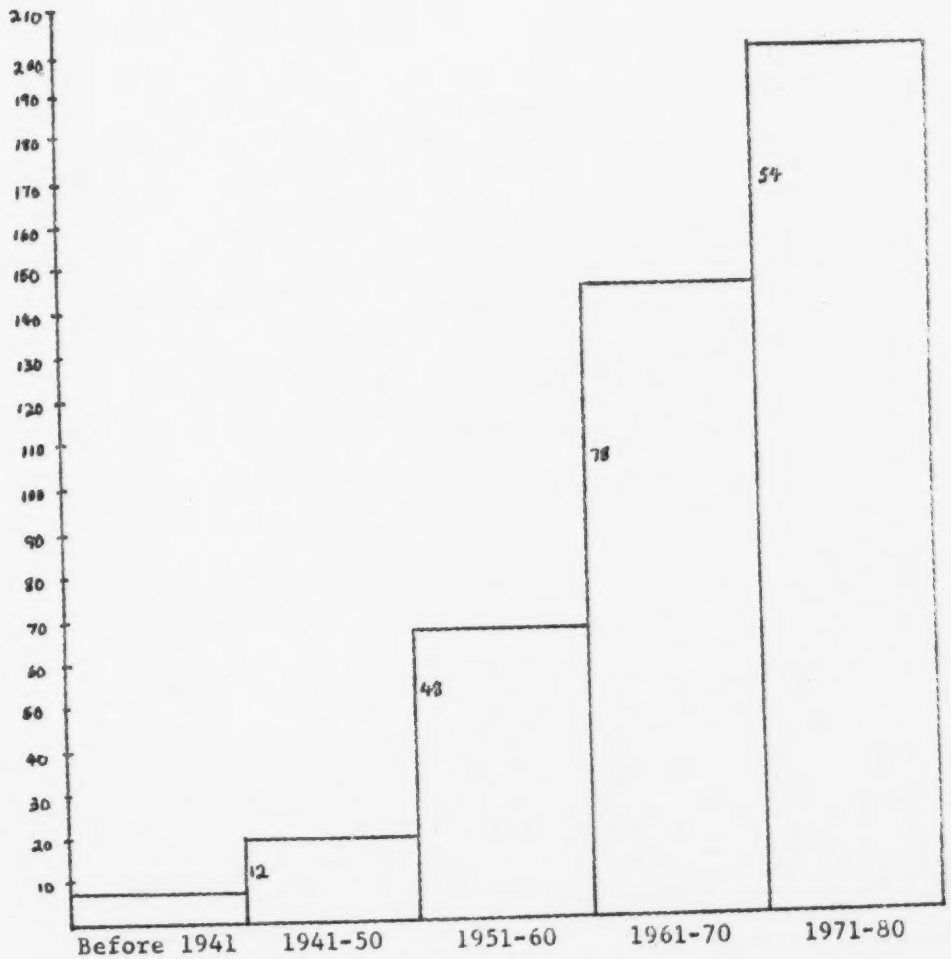


CHART 2

ACTUAL AND PROJECTED GROWTH IN ED. D. PROGRAMS: 1940-80

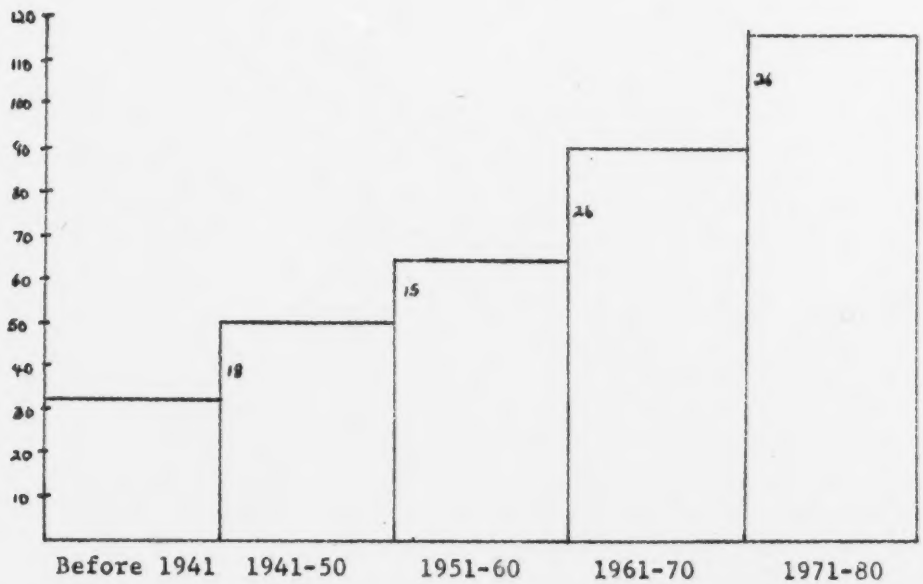
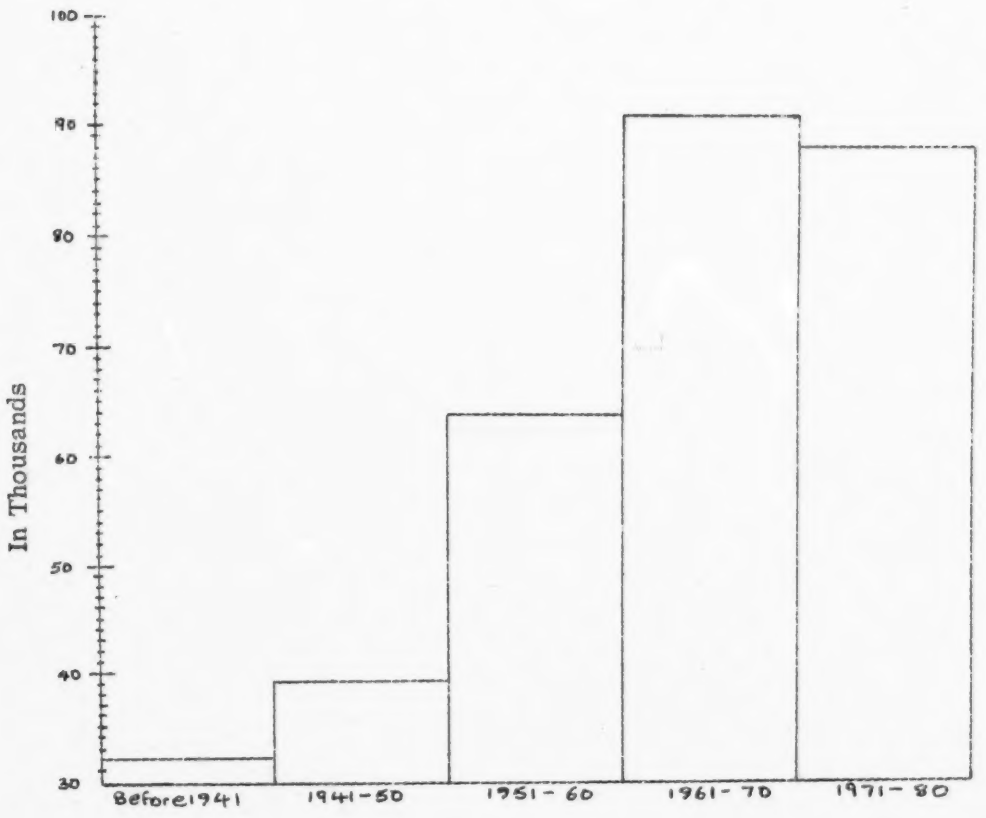


CHART 3

ACTUAL AND PROJECTED GROWTH IN THE NUMBER OF PRINCIPALSHIP POSITIONS: 1940-80



APPENDICES

IDENTIFICATION AND DEVELOPMENT

OF

ADMINISTRATIVE COMPETENCIES

Brief Orientation to the Topic

for

Registrants

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND SUPERVISION

Arizona State University

January 16, 17, 18, 1973

The complexities of administering schools today are greater than those a decade or two ago, and the problems to be faced in another decade might be considerably greater. The school administrator is challenged each day to exhibit certain skills and competencies as he undertakes his routine tasks. What is the nature of these competencies? Do they differ depending upon the title of position held? What is the relationship between competencies and performance? Specifically, what do we mean when we speak of a competency?

These questions are basic to the task of providing capable administrators of all types. They are equally important in developing effective inservice programs for administrators to assist in coping with somewhat more unique local problems.

Competency infers the capacity to perform a specific administrative task at a satisfactory level of performance. It implies that the individual possesses an ability, a skill, a talent, knowledge and understanding which is necessary to achieve satisfactory performance.

The competency concept related to performance has been gaining a place in the professional literature recently, but its application to the specific field of educational administration has been limited. Several universities have moved toward competency performance-based administrator preparation programs and the interest shown in the profession indicates that many more institutions and states will soon utilize the concept.

A basic problem seems to be that of determining how the competencies will be structured: (1) Should they be stated in terms of functions of administrators? (2) Should they be in relation to administrative problems? or (3) Are there other reference factors to which the competencies should be related?

One set of competencies[1] is based upon the 'functions' for which administrators are responsible--planning, communicating, allocating, and evaluating. Another set is being developed in relation to certain types of skills--human values and skills; technical skills; knowledge, theories, and concepts.[2] A third example[3] illustrates how a group of professional educators are basing the emerging competencies on twelve "referent topics"--instructional improvement, curriculum development, student services, community relations, district orientation, discipline procedures, fiscal management, personal improvement, legal monitoring staff support, planning and development, and evaluation and assessment.

Participants in the Seminar at Arizona State University will undertake the task of identifying and organizing approaches toward competencies as a basis of performance for each type of school administrator--superintendent, principal, supervisor, personnel administrator, business administrator, college president, dean, and so on. The material produced in the Seminar should be helpful in developing in-service improvement activities and in giving direction to pre-service preparation programs.

---

[1] Department of Educational Administration, University of Connecticutt.

[2] Department of Educational Administration and Supervision, California State University, Los Angeles.

[3] Project Kansas 76, College of Education, Kansas State University, Manhattan, Kansas.

It is recognized that registrants may have limited resource materials available to them prior to the Seminar. However, it is highly desirable that each person attempt to develop general acquaintance with the topic in order that he may participate freely and effectively in the Seminar. Therefore, it is recommended that registrants examine whatever literature dealing with competence criteria and accountability in education is available in order to gain a background for the Seminar.

The following publications may be available in your professional libraries or in nearby college and university libraries.

SELECTED REFERENCES WITH ANNOTATIONS

1. Allen, Wendell C., L.V. Cady, and W. H. Drummond, "Performance Criteria for Educational Personnel Development: A State Approach to Standards," Journal of Teacher Education, 20, (Summer, 1969), pp. 133-135.

The authors describe Washington State's proposed program of professional educational preparation based on the following ideas:

(1) Preparation should be continuous throught the career of educational personnel.

(2) Preparation should be individualized.

(3) Preparation should be based on performance.

(4) Professional associations and school organizations, as well as colleges and universities, should have responsible preparation roles.

2. Barrilleaux, Louis, "Accountability Through Performance Objectives," NASSP Bulletin, 56, (May 1972), pp. 103-110.

The author views the accountability movement as an opportunity proactiveness rather than the usual reactiveness. As a result he suggests that school building administrators would welcome a definitive statement of educational mission translated into performance terms.

Ambiguous wording coupled with traditional expectations has comprised little force in altering present preparation and in-service for school administrators. He suggests a systematic planning approach which contains four sequential or cyclic processes--diagnostic, prescriptive, implementive, and evaluative. Under these categories are specified distinctive leadership behaviors.

3._____, "Behavioral Outcomes for Administrative Internships: School Principals," Educational Administration Quarterly, 8, (Winter 1972), pp. 59-71.

This article reports a model for preparing interns for service as educational administrators by the use of behavioral objectives. During the 1969-70 academic year the set of behavioral objectives included in the article were used with twenty-nine administrative interns in the school principalship. Specific tables of levels of attainment are provided as a means of evaluating the efficacy of using these objectives in a realistic way. Advantages and disadvantages are discussed and recommendations made for continued investigation.

4. Johnson, Thomas J, "Implementing the Model," NASSP Bulletin, 56, (March, 1972), pp. 42-52.

The article reiterates a PSSAS model and outlines in detail components of the program to prepare secondary school principals in terms of structure, content, personnel and activity.

5. Klopf, Gordon J., "The Principal as an Educational Leader in the Elementary School," Journal of Research and Development in Education, 53, (Spring, 72), pp. 119-25.

The paper aims to postulate a construct of competencies for the principal as educational leader in the elementary school. They are listed as:

Personal Competencies
Generic Competencies
Functional Competencies

The author indicates that Bank Street College of Education is beginning three projects to deal with role definition of the elementary school principal as educational leader. Implications are for the development of pre- and in-service training.

6. Nicholson, Everett W., "The Performance of Principals in the Accountability Syndrome," NASSP Bulletin, 56, (March, 1972), pp. 94-102.

The annotations of "accountability in education" have widened, the author reports. From fiscal accountability added scrutiny has been directed toward performance of educational personnel. The author suggests principals take an offensive program by developing their own evaluative criteria.

7. McCleary, Lloyd E., and Kenneth E. McIntyre, "Competency Development and University Methodology," NASSP Bulletin, 56, (March, 1972), pp. 53-59.

The authors have created a competency based curriculum model for which they are creating an exacting methodology for implementation. The hope is the creation of a highly individualized, relevant, timely preparation and training program in educational administration. Their tri-dimensional competency model includes the following parameters:

(1) Competencies (Technical, Conceptual, Human)

(2) Levels (Familiarity, Understanding, Application)

(3) Content and Practice.

8. National Association of Secondary School Principals, The Principalship: Job Specifications and Salary Considerations for the 70's, Washington, D.C.: National Association of Secondary School Principals, 1970.

This publication uses the following categories to describe the updated role of the secondary school principal:

(1) An educational leader

(2) An administrator

(3) An interpreter

(4) A conflict mediator

(5) An educator of education

(6) An ombudsman

(7) A professional

Brief statements of functions are included under each topic heading.

The section on a modern approach to evaluation stresses the principal's evaluation on the basis of all these roles.

9. Stiles, Lindley J., "Certification and Preparation of Educational Personnel in Massachusets," Phi Delta Kappan, 50, (April, 1969), pp. 477-80.

Summarized in this article are recommendations made to the Massachusetts legislature (1969) about teacher certification. Key concepts are:

(1) Differentiated staffing (with separate licenses for interns, associate teachers, professionals, and specialists)

(2) Evaluation in terms of demonstrated knowledge and performance

(3) Improved clinical practice

(4) Cooperation among educational groups

10. Woodington, Donald D., "Accountability From the Viewpoint of a State Commissioner of Education," Phi Delta Kappan, 54, (October, 1972), pp. 95-97.

Mr. Woodington, State Commissioner of Education of Colorado, administers one phase of a seven-state project based on statewide accountability legislation. The Cooperative Accountability Project (CAP) has five specific objectives as follows:

(1) Legislative Mandate

(2) Criterion Standards

(3) Model Identification

(4) Role Expectations

(5) Reporting Practices and Procedures

ROSTER OF PARTICIPANTS

Charles M. Ardolino	Arizona State Dept. of Education
R. P. Argel	Casa Grande Elementary Schools
Robert W. Ashe	ASU Faculty
Verna M. Baker	Mesa Public Schools
Lynn Balmforth	Brigham Young Univ. Regional Center
Victor Barraza	Phoenix Union High School
Roy Beach	Mesa Public Schools
Earl C. E. Becker	Gilbert Public Schools
John E. Bell	State Dept. of Education - A.S.U.
V. J. Berlendis	Glendale Elementary District #10
Fred Bieber	Educational Administration - A.S.U.
Ernie Bivins	Tempe Elementary Schools
Roy F. Blake	Dept. of Educational Admin. - U. of A.
Mary M. Blesener	Tuba City Public School Dist. #15
Margaret Bogan	Arizona State Community Colleges
Quentin Bogart	Center for Higher Education - A.S.U.
Harold O. Boynton	Mesa Public Schools
Lyle Braughton	Glendale Elementary School District
Bette Bridgewater	Washington Elementary School Dist.
Don Brooks	Scottsdale School District #48
Tom Brown	University of Utah
Norbert Bruemmer	Maricopa County Comm. College Dist.
John Bucsemi	Scottsdale Public Schools
Joseph Budai	Paradise Valley School District
Larry Burgess	The Orme School
Mildred Burns	Roosevelt School District
Glenn F. Burton	Glendale Elementary School District
Gerald Butler	Amphitheater School District
David Byrn	Washington Elementary School District
Don R. Campbell	Arizona State University
Ray A. Cattani	Maricopa County Comm. College Dist.
Jeanne Chisholm	Madison School District
Robert Christensen	Glendale Union School District
Emma Christine	Arizona State University
Sheldon Clark	Monte Vista Creighton School Dist.
A. John Clark	Brigham Young University
Bill Cole	Glendale Union High School District
Phil Cock	Arizona State University
Marvin J. Cornell	Madison School District
Doris Cornett	Tempe Elementary School District #3
Dr. Don Covey	Phoenix Union High School District
Jasper Cowart	Gilbert School District #41
Ardeth Cropper	Wilcox Public Schools
Richard S. Cuprak	Tombstone Public Schools
Elmer Davis	Creighton School District
R. M. Deever	Dept. of Educational Admin. - A.S.U.
Jerry DeGrow	Phoenix Union High School District
H. J. Demeke	Dept. of Educational Admin. - A.S.U.

Lynn Divelbess	Casa Grande Elementary Schools
P. K. Dolgaard	Tempe Public Schools
Ned M. Doty	Roosevelt Elementary School Dist.
Frank Edwards	Arizona State University
Gilberto P. Enciso	Wilson School District
Dorothy H. Finley	Tucson School District #1
Joan Fleming	Phoenix Elementary School District
Ernest Flores	State Department of Education
Ella Q. Forman	Washington School District #6
Rod Francis	Tuba City School District #15
J. B. Franklin	Mayer Public Schools
John A. Freestone	State Department of Education
Scott Fry	Roosevelt School District
Ben Furlong	Kyrene School District
Ben Gardner	Mesa Public Schools
Jerry George	Glendale Union High School District
Kay Gianopulos	Tempe Elementary School District
Grant Gifford	Tempe Elementary School District
James Gleason	Desert Shadows School
Stan Gloss	Orme School
Donald A. Golden	Phoenix Union High School System
Margaret Gonsalves	Arizona State University
Barrie Gray	Arizona State University
Bob Greene	Burbank Public Schools
Edward D. Greenwood	Menninger Foundation
Bert Griffin	Phoenix College
Harold G. Griner	Glendale Elementary School District
Arthur H. Halley	Phoenix Elementary School Dist. #1
Noal Hamilton	Liberty Elementary School
William Hammontree	Osborn Public School District
Kenneth Harkey	Flagstaff Elementary School Dist.
Robert A. Harrell	Arizona State University
Ashley B. Hart	Page High School
William S. Hart Jr.	The Orme School
Jim Hartgraves	State Department of Education
M. E. Hatter	Madison School District
Allan S. Hawthorne	Tucson School District #1
James L. Heath	Phoenix Elementary School Dist. #1
Eugene Hertzke	Creighton School District #14
Robert Hetzel	Mesa Elementary School District #4
Frank G. Hill	Washington Elementary School Dist.
Henry J. Honacki	Tuba City Public School District #15
Theresa E. Howard	Wilson School District #7
Paul Hubbard	Flagstaff Public School Dist. #1
Steve Hudson	Morenci High School
Harold Hunnicutt	Arizona State University
Bob Hurst	Tucson School District #1
John Irwin	Glendale Union High
Russel A. Jackson Jr.	Roosevelt School District #66
George Jacques	Community Education
W. E. "Bill" Johnson	Tucson School District #1
Elizabeth James	Tempe Elementary Schools
Evelyn G. Johnson	Cartwright School District

Gertrude R. James	Phoenix Elementary Schools
Jo Johnson	Arizona State University
Louis F. Joslin	Palo Verde School
Duane H. Judd	Fredonia High School
Chloe E. Kavanaugh	Tucson Public School Dist. #1
Larry C. Kennedy	Creighton School District #14
Rowland R. King	A. E. I. S. Director
Frank Komadina	Riverside School District
Paul Lansing	Northern Arizona University
Jon Lavold	Paradise Valley School District
Jack R. Lax	Tucson Public Schools
Lillian Leonard	Glendale Elementary School Dist.
Frederick D. Levan	Arizona State University
Lorenzo Lisonbee	Phoenix Union High School Sys.
J. P. Lively	Glendale Elementary School Dist.
E. T. Lon Luty	Paradise Valley Schools
Steven B. Lynch	Arizona State University
Miles D. Mackey	Dept. of Educ. Admin. - A. S. U.
Thomas H. Mayhew	Arizona State University
Lloyd E. McCleary	University of Utah
Mike McCormick	Arizona School Administration
John McCoy	Chinle Elementary School Dist. #24
Bruce McKellar	Amphitheater School District
Lester D. Mesbergen	Washington Elementary Sch. Dist.
William H. Mitchell	Alhambra District
Gene D. Moffett	Casa Grande School District
Harold E. Moore	Dept. of Ed. Adm. - A.S.U.
John Morgan	Arizona State University
Mrs. Doris J. Moten	Phoenix Union H. S. District
Iris Mulvaney	Tucson School District #1
Anna Maie Murphy	Osborn School District
Alex N. Nader	Casa Grande Union H.S. District
Carol Norris	State Department of Education
Jack Null	Wilson School District #7
Mary C. O'Brien	Pinal County School Superintendent
Donald D. Orvis	Arizona State University
Kenneth H. Ostrander	University of Washington
Gabriel N. Papagalos	Osborn School District
Ray Peterson	Arizona State University
Roma C. Preman	Arizona State University
James B. Price	The Orme School
John F. Prince	Maricopa County Comm. College Dist.
Gary W. Prosper	Flagstaff Public Schools
Douglas Raine	Amphitheater Public Schools
James Rassi	Paradise Valley School District
William T. Randall	Washington School District #6
Thomas R. Reno	Apache Junction Public Schools
Florence Reynolds	Tucson Public Schools
Earnest W. Richards	Glendale Elementary School Dist.
Mary T. Rill	Phoenix Elementary School Dist. #1
Don Ritchie	Miami Area Schools
Kerry D. Romesburg	Arizona State University
E. E. Roberts	Roosevelt School District

Louis P. Rodriguez	Phoenix Elementary School Dist. #1
Barnard Pat Ryan	Boulder Valley School District
Louis Salcido	Phoenix Elementary School Dist. #1
Bob Scott	Arizona State University
Carolyn Scott	Phoenix Union H. S. District
Joel E. Scott	Arizona State University
Ed Segrave	Arizona State University
Cecil Shamley	Tempe Elementary Schools
Bruce Shaw	Washington School Dist. #6
Norman Jack Shaw	Osborn School District #8
M. R. Shedd	Harvard University
Clark Shelby	Alhambra High School
H. Ray Shipley	Paradise Valley Schools
John Simonds	Tempe Elementary School District
Ed Smith	Arizona State University
Lindy Solon	Chicago State University
Russell J. Spillman	Ohio State University
Carl E. Squires	Maricopa County Comm. Colleges
Ralph Stone	Apache Junction Public Schools
Minard W. Stout	Higher Education - A.S.U.
Lois Sullivan	San Francisco Unified School Dist.
H. V. Summers	Tucson Public Schools
Brad Swanson	Osborn School District
Joe Tameron	Phoenix Elementary School Dist. #1
Jewell C. Taylor	Tucson Public School Dist. #1
Jerry D. Thorp	Glendale Elementary District #40
Jim Topp	Prescott Public Schools
Gweneth Trayner	Tucson Public School Dist. #1
Donald S. Udell	Arizona State University
Sister M. Valeria	Tempe School District #3
Stanley R. Van Keuren	Window Rock School Dist. #8
John C. Van Luven	Paradise Valley Schools
Joe Van Ness	Washington Elementary School Dist.
George V. Wager	Glendale Elementary District #40
Robert Waldren	Tucson School District #1
John Walker	Arizona State University
Ken Walker	Phoenix Elementary School Dist. #1
John C. Waters	Phoenix Union H.S. System
Bernard Weiler	Washington Elementary School Dist.
Robert A. Weinheimer	Alhambra School District #68
Raymond Weinhold	Phoenix Union H.S. District
Keith A. West	Mohave Community College
Lee Whitecraft	Osborn School District
Duane Whitfield	Mesa Public Schools
Fred Whitney	Glendale Public Schools
David Whorton	Northern Arizona University
Frederica Wilder	Tucson Public Schools
B. R. Williams	Lompoc Unified School District
Doug Williams	Prescott Schools
James A. Williams	Ohio State University
Ray Wochner	Arizona State University
Richard T. Wootton	Arizona State University
William F. Wright	Apache Junction High School
Marlen D. Yoder	Flowing Wells Public Schools
John M Zannis	Paradise Valley Schools